



Volume 13

FEBRUARY 1939

Number 6

# WILSON BULLETIN FOR LIBRARIANS

*A People's University?*

*Philip O. Keeney*

*The Shakespeare Library*

*E. E. Willoughby*

*How Does This Sound?*

*Oscar C. Orman*

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# WILSON BULLETIN

## FOR LIBRARIANS

### FEBRUARY 1939

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Literary Calendar .....	356
Hudson Strode: Biographical Sketch.....	364
George Seldes: Biographical Sketch .....	366
The Public Library—a People's University?: <i>Philip O. Keeney</i> .....	369
Cataloging the Folger Shakespeare Library: <i>E. E. Willoughby</i> .....	378
The Library and Its Care and Use of Films: <i>Margaret R. Greer</i> .....	383
How Does This Sound? (Banking on the Catalog): <i>Oscar C. Orman</i> ....	388
Made to Order Library Instruction: <i>Elizabeth Griggs</i> .....	390
Analysis of Work in a Small Public Library: <i>Anne J. Rymer</i> .....	392
Without Benefit of Budget: <i>Dorcas Worsley Reid</i> .....	395
Mr. Berelson's Lost Cause: <i>Marion S. Scandrett</i> .....	398
Education Geared to Democracy's Needs: <i>Agnes E. Sycour</i> .....	401
A Self-Serve Plan for Rural Schools: <i>Lydia M. Barrette</i> .....	404
Socializing a High School Library: <i>Alan G. Skelton</i> .....	406
Map-Reading Our Library Books: <i>Richard J. Hurley</i> .....	408
Mary Wright Plummer: <i>Barbara Holbrook</i> .....	409
The Roving Eye .....	410
Current Reference Books: <i>Louis Shores</i> .....	412
Films Out of Books: <i>Maxine Block</i> .....	416
Libraries Abroad: <i>Ruth Mishnun</i> .....	418
Junior Librarians Section .....	420
A.L.A. Notes: <i>Edwin E. Williams</i> .....	424
School Libraries Section: <i>Mae Graham</i> .....	426
The Month at Random .....	428
The Mail Bag .....	432
The Lighthouse .....	434
Readers' Choice of Best Books .....	439
Check-list of Catalog Cards .....	449

Editor: *Stanley J. Kunitz*. . . . Business Manager: *Charles R. Brockmann*

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# The Literary Calendar



1938-39

## DECEMBER

(Continued from the January Bulletin)

**December 19.** Vladimir Koudrey, Russian-American author who served as Commissar of Army Supplies in the early days of the Soviet Regime died in New York in his 44th year. He was a contributor to the magazine *Asia*, the *Yale Review*, and travel journals and was best praised for his illuminating *Once a Commissar*.

**December 20.** Dr. Frank H. Vizetelly, etymologist and writer, died in New York of pneumonia and pleurisy at the age of 74. Born in London, he was schooled in France and England; and he worked for a while at the long-established publishing house run by his own family. The firm was indicted on obscenity charges for the issuing of translations of Tolstoy, Zola, and Flaubert; and Vizetelly, at the age of 27, came to America. In 1891 he joined Funk & Wagnalls and in 1914 became editor of the *Standard Dictionary*. In passing on the vitality of would-be new words it is said that he refused to replace "bologna" with Al Smith's "boloney (dollars)" but that he did not hesitate to accept President Roosevelt's "chiseler."

**December 22.** Michael Chekhov, former actor-director of the Moscow Art Theatre and nephew of Anton Chekhov, arrived in New York to arrange for the transfer of his theatre studio from Darlington Hall, England, to the United States.

**December 23.** Thomas Mann, exiled German author, was elected an honorary corresponding member of the American Academy of Arts and Letters. In a note proposing Dr. Mann's election, Van Wyck Brooks wrote: "He is defending the basic ideas of our civilization perhaps more powerfully than any other writer."

**December 24.** Robert Herrick, novelist and government secretary of the Virgin Islands, died of a heart attack at Charlotte Amalie, at the age of seventy. He was considered an authority on race relations in the Caribbean and was the author of a vast list of fiction. An intellectual, a professor at the University of Chicago, he was considerably ill at ease in a Midwest that was still very crude at the turn of the century. "He was a realist," says one of his critics, "when realism was still unfashionable and a satirist when Americans did not like satire."

**December 25.** Karel Capek, one of Czechoslovakia's foremost writers, died in Prague at the age of forty-eight. With the play which



KAREL CAPEK

he himself cared least about, *RUR* (Rossum's Universal Robots), a friendly satire on the mechanical man, Capek established the word "robot" in Western world vernacular. Among his other writings are *The World We Live In*, *President Masaryk Tells His Story*, and three anti-war dramas.

**December 27.** Zona Gale Breese, novelist, playwright, and essayist, died in Chicago of pneumonia at the age of sixty-four. She was born in Portage, Wis. ("Burrage" and "Friendship Village" of her stories), received her B.A. and M.A. degrees from the University of Wisconsin, and after good literary sledding in New York—largely on the *World*—she returned to the Midwest to put the life which she knew best into her books. During the '20s she was frowned upon for aiding the cause of Sacco and Vanzetti and for opposing literary censorship. She had over a score of books to her credit, the best of which was perhaps her short novel, *Miss Lulu Bett*, which won her the Pulitzer Prize in 1921.

**December 27.** Lewis Gannett, book critic of the *New York Herald Tribune*, was struck by an automobile while crossing a New York street. He suffered a laceration on the left side of his forehead.



## THE NATURE WRITERS

by *Herbert Faulkner West*

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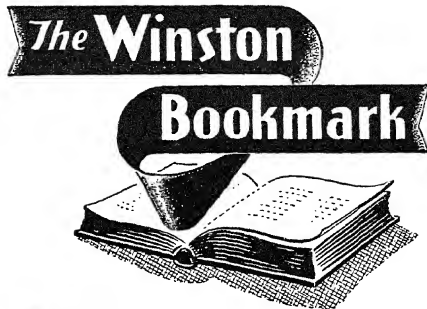
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## Current Library Favorites

(According to the reports from the public libraries of twenty-seven cities \*)

### FICTION

AUTHOR	TITLE	POINTS
1. Daphne Du Maurier, <i>Rebecca</i> .....		247
2. Rachel Field, <i>All This, and Heaven Too</i> .....		216
3. Howard Spring, <i>My Son, My Soul</i> .....		154
4. Marjorie Kinnan Rawlings, <i>The Yearling</i> .....		143
5. A. J. Cronin, <i>The Citadel</i> .....		138
6. Margaret Mitchell, <i>Gone With the Wind</i> .....		77
7. Laura Krey, <i>And Tell of Time</i> .....		63
8. Phyllis Bottome, <i>The Mortal Storm</i> .....		61
9. Margaret Ayer Barnes, <i>Wisdom's Gate</i> ..		42
10. Janet Taylor Caldwell, <i>Dynasty of Death</i> ..		30

COMMENT: *Rebecca*, and *All This, and Heaven Too*, top the fiction list this month and are leading the other titles by a wide margin. *Dynasty of Death* is new to the list. The first six titles on the non-fiction side appear in the same order as last month. Two newcomers are *A Southerner Discovers the South* and *Tales of a Wayward Inn*.

CHILDREN'S BOOKS: The five most read children's books this month are *Ferdinand*, by Munro Leaf, *Sue Barton, Visiting Nurse*, *Sue Barton, Senior Nurse*, (both by Helen D. Boylston), *Mr. Popper's Penguins*, by Richard Atwater, and *White Stag*, by Kate Seredy.

\* Atlanta, Baltimore, Birmingham, Boston, Brooklyn, Buffalo, Cleveland, Dallas, Denver, Des Moines, Detroit, Indianapolis, Kansas City (Mo.), Los Angeles, Louisville, Memphis, Minneapolis, New Orleans, Newark, New York City, Pittsburgh, Portland, Salt Lake City, San Francisco, Seattle, Springfield (Mass.), and Toronto.

### NON-FICTION

AUTHOR	TITLE	POINTS
1. Margaret Halsey, <i>With Malice Towards Some</i> .....		225
2. Anne Lindbergh, <i>Listen! the Wind</i> .....		198
3. Arthur Hertzler, <i>Horse and Buggy Doctor</i> ..		181
4. Lin Yu-fang, <i>The Importance of Living</i> .....		102
5. Adolf Hitler, <i>My Battle</i> .....		90
6. Louis Adamic, <i>My America</i> .....		64
7. Jonathan Daniels, <i>A Southerner Discovers the South</i> .....		46
8. Richard E. Byrd, <i>Alone</i> .....		44
9. Dale Carnegie, <i>How to Win Friends and Influence People</i> .....		35
10. Frank Case, <i>Tales of a Wayward Inn</i> ...		31

(Continued from page 356)

1939

January 1. The old Southern Literary Messenger, founded in 1834 has been revived by August Dietz, Jr., with F. Meredith Dietz as editor. Like the Confederate journal it is "Devoted to Every Department of Literature and the Fine Arts."

January 1. The new Golden Door: A Magazine Anthology for Bookish Folk, edited and published by Walter Kahoe, proposes to reprint pieces of sheer pleasure-reading, undeservedly neglected writings, items "buried by succeeding waves of literature," and works not hitherto translated into English.

January 2. A legal battle appears imminent over the scheduled publication in February or March of two complete translations of Adolf Hitler's *Mein Kampf*—one thru the joint efforts of Houghton Mifflin, publishers of the 1933 expurgated version, and Reynal and Hitchcock; the other by Stackpole Sons, who will issue a full and deliberately "unauthorized" translation, acting on the opinion of copyright attorney Philip Wittenberg that the American copyright of *Mein Kampf* is invalid and that the book is in the public domain. Stackpole Sons have announced that they will pay no royalties to Hitler. Contending that "copyright has been validly assigned" to them, Houghton Mifflin threaten to "protect their interests to the full."

January 3. The League of American Writers is preparing a booklet containing articles on anti-Semitism, suggesting methods of combating racial and religious intolerances, written by a group of distinguished leaders in public

affairs, religion and the arts. Proceeds of the sale of the publication will go to a fund for exiled writers supporting democracy.

January 9. Dr. Fabian Franklin, writer, editor, and educator, died in New York in his eighty-sixth year. He was, successively, editor of the Baltimore News, associate editor of the New York Evening Post, and co-editor of the Review (later the Independent and Review).

January 10. Carl Van Doren, whose life of Benjamin Franklin is being published in the Netherlands in German translation, has arranged to turn over the profits from this edition to the Joint Distribution Committee for the aid of German refugees. Viking Press, in turn, will give its royalties from the German language rights to the committee.

January 10. Hendrik Willem van Loon, in an address at the Book and Author Luncheon, Hotel Astor, New York City, suggested that as a "matter of common human decency" the United States should serve as a temporary haven for refugees. "The perfect dictatorship like the perfect crime does not exist. . . I do not know how or when the dictatorships will end but end they will."

January 13. Somerset Maugham, sixty-four-year-old British novelist and playwright, in an interview at the New York offices of his publisher, said, that the important thing concerning the meeting of Prime Minister Neville Chamberlain and Premier Benito Mussolini was that "Chamberlain yielded nothing. The English people feel that they have gone as far as they can with concessions to the dictators. . . I do think, though, that Chamberlain was right in making the concessions granted at Munich."

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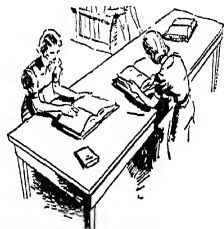
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*Professor Emeritus, English Literature, Harvard University*

Painted by EDWARD A. WILSON

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The scenes chosen (illustrated in black and white on the inside pages of this folder) were selected from a list prepared by George Lyman Kittredge, Professor Emeritus, Harvard University. All details of costumes, scenery, etc., have been carefully checked for authenticity.

Dr. Samuel A. Tannenbaum, editor of the Shakespeare Association *Bulletin*, wrote of this collection (in an editorial):

"The illustration of Shakspeare's plays is not an easy matter. It needs no ghost from the grave to tell us this. The would-be illustrator must saturate himself with the play, the emotional quality of the scene and the situation, the form and pressure of the characters (their age, their nationality, their physique, their race), the stage-setting or environment, and the costuming. Researches in psychology, archaeology, history, architecture, music, folklore, etc., are almost inevitably necessary before the artist may venture to pictorialize what Shakspeare has put into words. But these studies may, after all, result in nothing of the slightest value or interest if the artist is not also a poet. A real illustrator of Shakspeare must also be a great actor. In other words, he must be capable of feeling and interpreting Shakspeare's dreams, the products of his fantasy.

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### THE TAMING OF THE SHREW

*Petruchio. I will be master of what is mine own. Act III, Scene 2.*



### KING HENRY IV

*Falstaff. A goodly portly man, 'r' faith, and a corpulent. Part I, Act II, Scene 4.*



### AS YOU LIKE IT

*Rosalind. Nay, you must call me Rosalind. Act III, Scene 2.*



### MACBETH

*Banquo. What are these, so wither'd, and so wild in their attire? Act I, Scene 3.*



### ROMEO AND JULIET

*Romeo. My lips, two blushing pilgrims, ready stand to smooth that rough touch with a tender kiss. Act I, Scene 5.*



### HAMLET

*Ghost. I am thy father's spirit. Act I, Scene 5.*



### TWELFTH NIGHT

*Malvolio. My masters, are you mad? or what are you? Act II, Scene 3.*



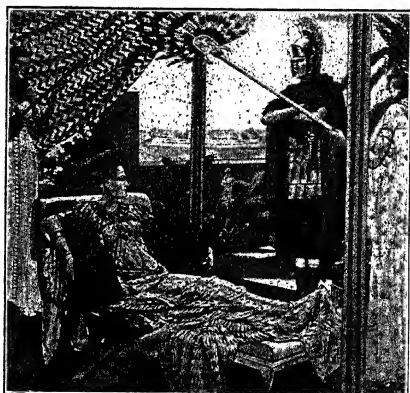
### A MIDSUMMER NIGHT'S DREAM

*Oberon. Ill met by moonlight, proud Titania. Act II, Scene 1.*



### JULIUS CAESAR

*Calpurnia. What mean you, Caesar? Think you to walk forth? You shall not stir out of your house to-day. Act II, Scene 2.*



### ANTONY AND CLEOPATRA

*Antony. And I, hence fleeing, here remain with thee. Act I, Scene 3.*



### KING LEAR

*Lear. Howl, howl, howl, howl! O, you are men of stone. Act V, Scene 3.*



### KING RICHARD III

*Richard. I am determined to prove a villain, and hate the idle pleasures of these days. Act I, Scene 1.*

PLEASE READ PAGE 361 FOR DESCRIPTION AND LOW PRICE

# Hudson Strode

UNDER the reassuring sign of Sagittarius, on Hallowe'en, October 31, 1892, Hudson Strode, the son of Thomas Fuller and Hope (Hudson) Strode, was born in Cairo, Illinois. He was brought up and schooled in the small town of Demopolis, Ala., entered the state University, and was graduated in 1913 after three and a half years' work. He continued his studies at Columbia University, paying his expenses by a variety of jobs, the most interesting of which was a "walk-on" engagement with Sir Johnston Forbes-Robertson in his farewell Shakespearean repertory. He received his Master of Arts degree in 1914; contemplated going to England with the Forbes-Robertsons to study for the stage; but instead accepted Syracuse University's offer in the English department. After teaching there less than two years he received simultaneous invitations from the University of Alabama (which he accepted in the capacity of associate professor) and from Yale; and for the past fifteen years he has held a full professorship at Alabama.

Before leaving Syracuse, Hudson Strode had done book reviews and dramatic criticisms for the *Syracuse Post Standard*, and had delivered a number of lectures. *Forum*, in 1917, published his first magazine story, "The Imperial Battle," and the *English Review* (1923) gave him his first British acknowledgment with his tale called "The Cancelled Line." In 1928 his one-act play, "The End of the Dance," won first prize in the National Little Theatre Tournament at the Waldorf Theatre in New York, and has been widely produced in the United States as well as in Ireland.

Mr. Strode's greatest success has been with books interpreting foreign countries: *The Story of Bermuda* (1932), a combined travel-guide and casual history, in which geologists, archeologists, botanists, and artists can all find their own hunting-grounds; *The Pageant of Cuba*, issued in Germany as *Kampf um Kuba* (1938) and extending from the boyhood of Christopher Columbus to Cordell Hull's reciprocity trade treaty of 1934; and *South by Thunderbird* (1937) the log of his journey by plane from Turbo (Colombia) to Buenos Aires, across to Santiago and up the west coast of South America, published in Sweden as *Med Askfågeln Till Sydamerika*. Several of his books, moreover, have been translated into French, Italian, Spanish, Danish, and Hungarian.

Mr. Strode's latest publication is an anthology of English lyric poetry from Sir Walter Raleigh to A. E. Housman (*Immortal Lyrics*) for which he wrote an introductory essay explaining his belief that the best lyrics, as Coleridge said, are those which come from the heart, and admitting that he had considered "no tenets, no arbitrary standards, old or new"—and his critics have given it high praise.



HUDSON STRODE

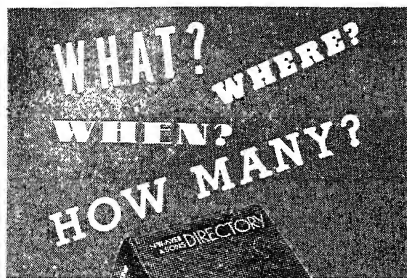
He maintains a stiff lecture schedule which takes him from the Far South to New England and the Middlewest; his travelogues are largely confined to South America, Bermuda, and Cuba. He believes, however, that his greatest professional obligations are to his students at the University, and he hopes to continue to teach as long as they will put up with him. He is an inveterate gardener, who finds not only joy but profit in his hobby; and he is, moreover, a great lover of the sea.

Hudson Strode married, in 1924, Thérèse Cory of Roebuck Springs, Birmingham, Alabama, who is of invaluable assistance to her husband in the preparation of his manuscripts and is a kindly and cautious critic as well.

Several books are in the making at the present time, including a comparative study of the cultures of the Scandinavian countries and Finland and an analysis of the present-day South, its imperative needs and its possibilities.

## MARCH BOOK CLUB CHOICES

- Book of the Month Club*
- The Patriot, by Pearl Buck. John Day
- Literary Guild*
- Tree of Liberty, by Elizabeth Page. Farrar & Rinehart
- Junior Literary Guild*
- Older boys: The Pygmy's Arrow, by Waldo Fleming. Lothrop
- Older girls: The Secret of Silver Peak, by Sarah L. Schmidt. Random House
- Intermediate group: Solita, by Grace Moon. Doubleday
- Primary group: Sharp Ears, the Baby Whale, by John Y. Beatty. Lippincott
- Catholic Book Club* (February choice)
- Great Catholics; edited by Claude Williamson. Macmillan



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# George Seldes

THAT book reviewers can damn more conclusively by silence than by black-balling has been fairly well illustrated by the recent reception of George Seldes' *Lords of the Press*, a documented study written by a man who not only knows newspapers but likes them "above every institution in the world. But not the unfair press, or the unfair reviewer." Here are the facts which entitle the author to an equitable and intelligent hearing.

Georges Seldes was born on November 16, 1890, in Alliance, N.J., the son of George Sergius and Anna (Saphro) Seldes, and brother of the writer Gilbert Vivian Seldes. His father was a libertarian who, with the aid of letters from Count Tolstoy and Prince Kropotkin on the management of cooperatives, had founded his own Utopian colony, which, however, did not long survive George's birth. He was sent to high school in Vineland, N.J., and to East Liberty Academy in Pittsburgh. From 1909 to 1911 he was a reporter on first the Pittsburgh *Leader*, and then the *Post*, where he became head of the copy desk and night editor.

Meanwhile he was a special student at Harvard (1912-13)—and he suspects that he is probably the only pupil of George Pierce Baker who has not written a play! For a while he was managing editor of *Pulitzer's Weekly*, and in 1917 he became an assistant in the London Office of the United Press; during the two years following he was War correspondent with the A.E.F. He spent eight days in the trenches with the Ohio regiment (166th Infantry) of the 42d (Rainbow) Division. His one military flourish came on September 13, 1918, when he and two war artists completely stole the thunder from Generals Pershing, McAndrew, and Petain by arriving at St. Mihiel three hours before the official occupation. (For a full account see *Can These Things Be*, 1931). Following the Armistice he served as an assistant with the London office of the Chicago *Tribune*. He was expelled, for the release of news that was irrefutably true but highly unfavorable to the country involved, from Fiume (1920) at the time of D'Annunzio's occupation, from Moscow (1923) and from Rome (1925); and witnessed the Kapp Putsch in Germany. Over a period of eight years he was at the head of the Berlin Bureau of the Chicago *Tribune*. In all he penetrated 37 countries in Europe, Asia, and North Africa, and made world scoops on the Vienna Revolution (1927), the bombardment of Damascus, and Admiral Scheer's report to the Kaiser on Jutland.

In 1928 he resigned from the *Tribune* and spent five years in painting pictures—more than 150 canvases in all. Meanwhile he was writing *You Can't Print That*, true tales of a news sleuth who had been footloose for ten years in post-War Europe and had seen foreign dispatches riddled with propaganda. *Sawdust Caesar*, his free-spoken study of Mussolini, was passed along like a hot coal by twenty-



GEORGE SELDES

four publishers before it was finally issued in 1935. Both *The Vatican*, projecting its inner mechanisms and its spiritual and political influence, and *Iron, Blood and Profits*, an analysis of the munitions racket, appeared in 1934. Democracy's lesson from Spain—where, says Seldes, "the issue is liberty and land and not religion"—became a part of the thesis of *You Can't Do That* (1938).

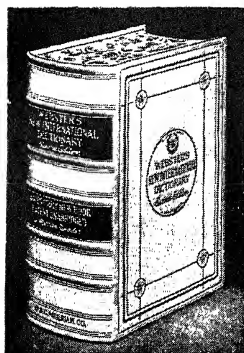
On the mast of the first issue of *Ken* magazine George Seldes was listed as an editor, but disagreement on fundamental policies pertaining to what can and what can't be printed led to his withdrawal.

That a reactionary and dictatorial press is a menace to a democratic state was the argument of Seldes' earlier *Freedom of the Press*. His *Lords of the Press*, a brilliant elaboration on this same theme, has been not only sparsely but unfairly reviewed. Moreover the author has been given almost no opportunity to answer the false charges made against him, and writers of ad copy for the book have been obliged to modify (or to remove entirely) such headings as "This book is dynamite," etc.

Seldes married Helen Larkin Wiesman, of St. Louis, whom he met in Paris. He is at present hard at work on *The Catholic Crisis*, a factual account of the Democratic vs. Reactionary-Fascist struggle in the oldest institution in the world.

He belongs to no party, but he doubts whether "liberal and progressive" is a term strong enough to explain his political views. "I am," he continues, "for the united front of all men of good will in America. And for death to Fascism in all its forms."

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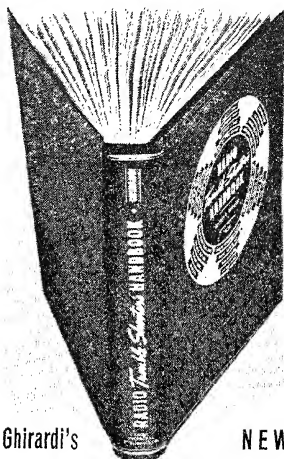
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# WILSON BULLETIN

## FOR LIBRARIANS

February 1939

### The Public Library: A People's University?

By Philip O. Keeney

A CENTURY ago Thomas Carlyle captivated the literary world with an epigram. A public library, he said, is a people's university. His remark was adopted as a slogan for the free library movement then coming to flower in England and North America. Recently it has been restored to public attention by Alvin Johnson's book: *The public library, a people's university*.

Now it is a characteristic of human nature to accept any declarative statement as a statement of fact. Lest a phrase corrupt our thinking by leading us to accept as accomplished that which is only a promise, I propose to subject Carlyle's statement to two questions: is the public library a university, and, second, does it belong to the people?

The first question will be dealt with briefly. The book resources of libraries were, I take it, the reason for Carlyle's analogue. Most librarians agree that these resources should have enduring values, that they should offer readers understanding of the world they live in, and that they should, in fine, be educational in the broad sense of the term. But there is a further reference between libraries and universities.

Universities as social institutions were a product of the twelfth century renaissance. They sprang up first in Bologna and Paris, cities where there were great teachers to whom students flocked from

all over Europe. In those troubled times when there were frequent riots between town and gown, it was necessary for masters and students to band together for purposes of protection and defense. These fraternities took the name applied to all medieval guilds, the name "universitas," or university.<sup>2</sup> Universities, to them, meant the relationship between master and student; they had nothing to do with buildings and curricula. The essential meaning of universities today is the same: the relationship between master and student, or, as President Garfield so aptly said, "Mark Hopkins at one end of a log and a student at the other." When we speak of universities today, our minds almost invariably picture a great assemblage of buildings—libraries, lecture halls, gymnasias, stadia. We think in quantitative terms, of thousands of students and hundreds of professors. The gigantism which is a product of the twentieth century too often leads us to set down as greatest those universities which have the largest enrollment and the most munificent endowments and appropriations. We have largely lost sight of the consideration which alone gives a university its meaning, the quality of its teaching. Certain small colleges in the United States preserve more of the twelfth century university concept, that of a real guild of scholarly endeavor, than do our overgrown institutions.

<sup>1</sup> Paper read before First District, California Library Association, Discussion Club, November 16, 1938. It makes use of, and interprets, some of the research material Mr. and Mrs. Keeney have gathered during the past year for their forthcoming book: *Librarianship, A social force*.

<sup>2</sup> Rashdall, Hastings. *The universities of Europe in the Middle Ages*. Oxford, 1895. v. 1, p. 7.  
Thorndike, Lynn. *History of medieval Europe*. Rev. ed. Boston and New York, [1928]. p. 390.



By the same reasoning, libraries are not universities by virtue of size, by virtue of thousands of books and hundreds of employees taking in and giving out daily a vast quantity of printed matter. They best serve the university function when they place in the hands of the individual reader the timely and significant book he needs for the understanding of his world. Those libraries which fulfill the teaching relationship are unquestionably universities of the people, whether they are great foundations or simple structures housing a small collection of well-chosen books.

## II

My second question is this: do libraries belong to the people? If "belonging" means ownership, the answer is yes. Since the passage of the public library acts, more and more libraries are owned by the people who are taxed for their establishment and maintenance. This is also true of university and research libraries which are owned by the state.

But does "belonging" mean ownership alone? Several excellent minds have devoted much thought to this question. Berle and Means' notable study of the modern corporation<sup>3</sup> pointed out beyond doubt that ownership means little or nothing when it is not associated with control. To get at the heart of the matter, therefore, my second question must be restated to read: are libraries controlled by the people? Let us examine the control of public libraries as it is exercised today. Let us survey library control by the people in relation to their three agents: (1) the trustees, (2) the head librarian, (3) the staff.

### *Who Controls the Library?*

Obviously the people as a whole could not control the public libraries their taxes brought into being. They had to vest their control in a board or committee of manageable size. In the United States, which is a representative democracy, one would assume the people would vest the control of their libraries in elected representatives. Their own lethargy and the

dead hand of history are responsible for their not doing so.

Before the passage of the public library acts, all libraries were private or proprietary.<sup>4</sup> The latter were established by persons who desired access to a greater number of books than their own purses could provide; by pooling their funds, i.e., by paying certain fixed annual fees, they could mutually share in the benefits of a collection of books. Most librarians know that Benjamin Franklin was the instigator of this movement.<sup>5</sup> The control of proprietary libraries and such private libraries as had been made accessible to the public by generous owners was vested in a board of trustees appointed for life or for a long period of years. Many of these private and proprietary libraries were handed over in their entirety to public authorities as the nucleus of the public collections set up under the public library acts. Also handed over was the tradition and practice of appointed trustees. This practice was not wholly undemocratic during the nineteenth century when the great bulk of taxation was drawn from the pockets of the well-to-do middle classes. Costs of government were not so great but that they could be defrayed by direct taxes levied on real property. The library rate written into most library legislation was levied on real property, hence those who paid the rates felt entitled to direct the expenditure thereof. With the precedent of private and proprietary library trusteeship, it was a simple matter for large tax-payers to have written into city charters and like documents provision for the appointment of trustees to library boards, instead of for their election to office.

### *The Appointed Trustee*

Costs of government have mounted steadily during the twentieth century. Today we find practically every person in a community contributing directly or indirectly to these costs. But they seldom control, except remotely, the ex-

<sup>4</sup> See Scudder, Horace E.: "Public libraries a hundred years ago," in *Public libraries in the United States*. Special report. Washington, 1876.

<sup>5</sup> Franklin, Benjamin. *Autobiography*. Compiled and edited with notes by John Bigelow. New York, [1909?]. p. 171.

<sup>3</sup> *The modern corporation and private property*. New York, 1933.

penditure of the taxes they contribute. Consider how remote is the people's control of those libraries which are administered by appointed trustees! And let me say that for practical purposes, we can consider control by appointed trustees the normal procedure. Only nine cities of over 30,000 population (five of them unincorporated) have elected trustees.<sup>6</sup> Trustees are also elected to library boards in certain small towns in New England, possibly in conformance with the New England town meeting tradition. Under the appointive system the people may elect the mayor or board or commission which appoints the library trustees, but the people have little power to change the composition of the board if they are dissatisfied with its management of their library. Trustees are appointed for a greater or lesser period of years, usually for overlapping terms of office. A whole board of trustees seldom changes with the expiration of the mayor's term, so that even if the people threw a mayor out on a question of library management—a possibility I, for one, cannot envisage—they could by no means be sure of getting a new library board. Under present conditions, appointed boards of trustees exercise power without responsibility; they are not answerable to an electorate. This is an anomaly in a democracy, especially when libraries are becoming an increasingly important institution in the education of society for citizenship.

It will also be well to inquire briefly into the qualities considered desirable in appointed trustees. Chalmers Hadley, Cincinnati public librarian, says, "Taken as a civic body, I believe the typical library board represents the best citizenship in its community. . . Their greatest value usually is not what they do in the library itself, but what they represent and stand for, in and to the community outside."<sup>7</sup> In this statement the theory of the élite is revived. Parenthetically, I might ask why the theory of the élite should enter into the government of our libraries when it is rigorously excluded from the government of our schools.

That most trustees are public-spirited citizens, willing to take on a thankless task, I do not for a moment question. Usually they have long been clients of the library, and have often evinced in some manner a special interest in its welfare. Possibly they have given a collection of books or been active in raising funds for a new building or in securing increased appropriations. That they have the specialized knowledge to control an important public service is open to doubt. The A.L.A. has, thru the Trustees section, made an attempt to instruct members of library boards in their functions and duties. While attendance at an A.L.A. conference may stimulate in a trustee a much deeper interest in library matters, the multiplicity of A.L.A. committees and activities may also create confusion in the non-professional mind. In one or two cases I have known the little knowledge gleaned by a trustee at an A.L.A. conference to be a very dangerous thing for the library staff over which he had control.

### *The Problem of Representation*

Lack of specialized knowledge and irresponsibility are not the only charges which can be brought against the custom of appointive trusteeship. Even more serious is the fact that appointed trustees simply do not represent all classes in the population. Mr. Hadley says: "Their greatest value usually is what they represent and stand for, in and to the community outside." To show you how well they represent the community, I shall quote Professor Joeckel's analysis of a typical board of trustees:<sup>8</sup> ". . . in a city of over 30,000 population it would be composed as follows: one lawyer; one other professional member, very likely a school superintendent or a teacher; one business man, or a man engaged in business service of some type; one married woman, classified as a housewife but probably interested in women's clubs or in civic organizations; one additional member, usually either a financier or a manufacturer." To point the moral more forcibly still, Professor Joeckel goes on with the economic rating of trustees; 40 per cent are people of

<sup>6</sup>Joeckel, Carleton B. *The government of the American public library*. Chicago, [1935]. p. 181.

<sup>7</sup>A.L.A. Bulletin 13:109. 1919.

<sup>8</sup>*op. cit.*, p. 240.

considerable means, 55 per cent persons of modest financial standing, and 5 per cent persons whose resources are decidedly limited.<sup>9</sup> In 1926 the Federal Trade Commission published a report on national wealth and income in the United States, showing that the richest 1 per cent of the population owns at least 59 per cent of the wealth, the petty capitalists (12 per cent of the population) own at least 31 per cent of the wealth, while the great mass of industrial workers, working farmers and small shopkeepers (87 per cent of the population) own barely 10 per cent of the wealth.<sup>10</sup> It is impossible to say how close a correspondence there is between this third group and the group delimited by Professor Joeckel as persons whose resources are decidedly limited, but it is probably not unfair to assume that 87 per cent of the population has less than 10 per cent representation on library boards of trustees.

Consider for a minute the implications of such figures. They mean that boards of library trustees are heavily weighted on the side of wealth, precisely as corporate and industrial management is weighted. A board so composed and so weighted on the side of privilege is not likely to be uniformly hospitable to the reception in the library of material which advocates change in the social order. It might not throw open to all civic groups the use of lecture rooms and meeting places, if the library had these to offer. It might not welcome free discussion of all public questions in any open forums it sponsored. It might not keep appropriations high in times when they are most needed, i.e., in periods of depression, when high appropriations would exact a higher tax levy from the class such a board represents.

### Board Meetings

Let us look next at board meetings from the point of view of their practical democracy. Library boards meet about once a month behind closed doors to discuss the library's destiny. The librarian usually, but not invariably, sits in at such meetings, sometimes in the

capacity of secretary. The library staff, which comes into closest contact with the library's clientele, has no voice at all, save as the head librarian is willing to transmit staff suggestions. Occasionally staff members are asked to give reports in board meetings, but when this occurs, they usually appear only for the time they speak. I said earlier that one of the objections to control by appointed trustees was their lack of specialized knowledge concerning library problems. I do not mean to suggest as a corollary that elected trustees would be better equipped. The chances are they would not be. But if we can introduce a larger measure of democratic control thru the election of trustees who will represent all groups in a community, we can also provide library boards with the benefit of specialized knowledge by insisting that board membership include, *ex officio*, the librarian and at least two staff representatives. I am glad to say that there are now two large cities in the United States where staff representatives audit meetings of library boards.<sup>11</sup> I believe that meetings of library boards, like meetings of any public body, should be open to the public, and that the minutes should always be available for public inspection. There is certainly a considerable body of library users in every community sufficiently intelligent to take a positive interest in the welfare of the library were the opportunity afforded them.

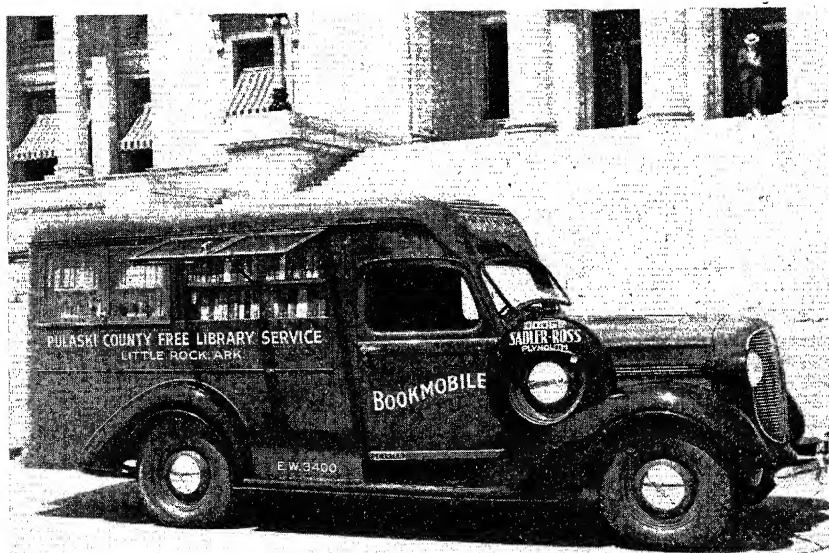
Insofar, then, as library trustees are appointed, the public library is not controlled by the people. Until they elect their own representatives to library boards, the public library will not be democratically controlled. But even under the present system, a beginning toward democratic control could be made by carrying out Mary U. Rothrock's recommendations.<sup>12</sup> She advocates shorter terms of office, the weeding out of deadwood, addition of younger members not overloaded with other civic duties—an important point, by the way. She advocates also representation on the board of trustees from all economic and

<sup>9</sup> *ibid.*, p. 241.

<sup>10</sup> Figures cited in *Labor fact book*. New York, 1931. p. 45.

<sup>11</sup> Milwaukee and Cleveland, where recognition of their respective unions included the privilege of auditing board meetings.

<sup>12</sup> *A.L.A. Bulletin* 30:811. 1936.



TWO ASPECTS OF "THE PEOPLE'S UNIVERSITY"

(Above) Vocational and leisure-time aids in the Cleveland Public Library are given effective display.

(Below) Arkansas' first bookmobile, dedicated recently, is taking books to thousands of rural residents of Pulaski County.

social levels in the community, and, finally, that trustees be drawn from the sub-college level of education in order to include trustees belonging to the ranks of organized labor.

### III

The role of the head librarian in his relationship to the people depends entirely on the control they exercise over the board of trustees, which is necessarily the liaison agent between the public and the internal administration of the library. Just as the people must delegate to a library board control of a library, so, in turn, must the trustees delegate to the head librarian the authority over, and management of, the library. The degree of responsibility delegated by the trustees is the measure of the head librarian's leadership. A strong librarian is one who first makes a long-range plan and then leads his board to adopt it step by step. If he has enough tact, he will convince his trustees that the plan he seeks to accomplish originated with them. A weak librarian, on the other hand, will be the creature of the board, subject to its whims and caprices. There will be no library plan.

Another danger in the system of appointive trustees so far as the head librarian is concerned is this: the board will be inclined to select as librarian one who represents its own social class and speaks its own language. Again, a head librarian who has not considerable independence may not try to exert leadership over an income group to which he feels inferior. It is a lamentable fact that servility is not uncommon in our profession.

The reasons for the subserviency of librarians are not hard to find. As a profession, we librarians got off to a bad start. During the period of the Roman empire, library employees were slaves, or, as the inscriptions say, "publicus a bibliotheca."<sup>13</sup> In the monastic and university libraries of the middle ages, the librarians could not be independent thinkers for, as members of the regular or secular clergy, they

were subject to the discipline of their orders. The great private libraries of the Renaissance were built up and supervised by scholars who were frequently treated like servants. Clothing was often a part of their stipend. In 1611 the librarian to the Grand Duke of Wolfenbuttel asked for a yearly working suit and a yearly dress suit for himself, free wood and candles, and \$80 a year.<sup>14</sup> Sir Thomas Bodley exercised an authority over Thomas James, first keeper of the Bodleian, that was little short of humiliating.<sup>15</sup> James had to plead with his patron for over a year to get permission to marry. There is an obsequious note in the attitude of Dibden toward the Earl of Spencer. All these men owed their livelihood to the generosity or niggardliness of patrons.

### Written Contracts

Librarians today are just as badly off when they are not protected by written contracts. People who have no job security cannot afford the risks of integrity; they cannot afford to make a stand for what they honestly believe. How can a head librarian who has no contract deal resolutely with the problem of controversial literature against the opposition of a hard-shelled bourbon on his board of trustees? But I was amazed to read that a colleague actually advanced the notion some years ago that a head librarian's resignation should always be on file with the trustees, in case they wished to use it.<sup>16</sup> In my opinion he was, whether consciously or not, showing a want of respect for his profession, and for the dignity and independence of his associates.

Wholly aside from his relations with his trustees, a head librarian has need of tact and diplomacy. His chief task is dealing with all sorts of people: with his staff, the library borrowers, potential makers of gifts, and with the political party in the city or town that holds the balance of power. If he can enlist these diverse forces for his program and hold them together until it is accomplished,

<sup>13</sup> Edwards, Edwards. *Memoirs of libraries*. London, 1859. v. II, p. 421-3.

<sup>14</sup> Bodley, Sir Thomas. *Letters . . . to Thomas James*. Edited with an introduction by G. W. Wheeler. Oxford, 1926. p. xliii.

<sup>15</sup> *A.L.A. Bulletin* 9:18, 1915.

<sup>16</sup> Halkin, Leon E. *Les esclaves publics chez les Romains*. Bruxelles, 1897. p. 98-102.

he would be qualified to be—well, shall I say, a postmaster general?

Many librarians consider their extramural duties more important than those inside the library. By this term, I mean those duties embraced under the popular epithet, "public relations." I believe that public librarians should belong to luncheon clubs. I believe that they should take part in and promote all sorts of civic activities. I am of the opinion, however, that at present their civic activities are too largely in organizations made up of the classes from which trustees themselves are chosen. These privileged groups are only part of the library's public.

### *The Librarian Within the Walls*

Too much of a head librarian's time spent outside the walls leads to disorganization within. Any librarian's success as a public servant depends on the cooperation of his staff in support of his program. But can he expect intelligent support of a program he has not bothered to explain, and can he expect the most sympathetic cooperation from a staff whose own problems and difficulties he has failed to grasp? I believe that one of the first concerns of an incoming head librarian should be a study of the work of each department and its personnel. As this information should be collected at first hand, he will find actual participation in the work of each department the simplest means to this end. In this way he will be able to detect lags in service, to spot obsolete and inefficient equipment, to discover where routines can be improved.

Furthermore, participation in departmental work gives a library administrator an opportunity to know the members of his staff as individual human beings, not merely as Miss X who occupies such-and-such a position in the budget. A large system precludes personal relationships between head librarian and staff, but by working in each department, an incoming librarian will at least fix some names and faces in his mind and learn something about their owner's view toward life and work. He will discover for himself what are the most obvious personality problems on the staff, and

he will be the less likely to listen to the tale-bearers and malicious purveyors of gossip who are a bane on every staff.

To sum up my comments on the head librarian as an agent of the people, I should say, first, that the people exercise control over him only so far as they exercise control over the trustees, and second, that a librarian's relationship to the people is largely dependent on his own personality traits. An introvert will have few associations with his community. A complete extrovert may easily have too many, he may be too much of a "joiner" to do effective work with any group and he may also neglect his primary job, that of administering the library. The ideal head librarian will present a happy balance: he will be enough of a student to know the insides of many books, enough of a socialized animal to communicate to the public the knowledge and information stored in his library, and, finally, enough of a civic leader to integrate the library in the life of the community.

### IV

When we turn to the people's control over a library staff, we again see the interdependence I have pointed out before. The people's control of the work performed by the staff is measured by their control of the trustees, the trustees' control of the librarian and his leadership of the board, and lastly, by the head librarian's authority over his staff. I would never suggest that the people have any direct control over the staff for this would instantly make library workers subject to demagogic pressures. But just as I have advocated greater democracy in library boards and more democratic association between the librarian and the public, so do I advocate more democracy in the internal administration of libraries. That is to say, I believe that staff members should participate in the formulation of library policy.

There are two reasons for this: (1) the library staff comes into the closest contact with the people and is therefore the most immediately aware of the people's interests and needs; (2) participation in library policy would develop

initiative and responsibility on the part of library workers, making them more effective public servants and, at the same time, giving them a more satisfying personal life.

### *Democracy Within the Walls*

My plea for greater democracy in the management of libraries is not revolutionary. It has already been tried. Here is Floyd W. Reeves' illuminating comment on the adult education program of the Tennessee Valley Authority:

"Possibly the most important fact about the entire occupational program is the democratic spirit of planning and participation that has developed between employees and supervisors, between employee groups and management, and employees who know and are willing to teach and those who do not know but are willing to learn. The fact that the program has not been planned from above but is a cooperative enterprise has added to its value and interest. . . . In my opinion, the success that has been achieved has been due in no small measure to the voluntary and democratic nature of the enterprise."<sup>27</sup>

Let me re-emphasize what Mr. Reeves says: the success of this venture is largely due to its cooperative nature and democratic spirit. That is, ideas rise from the bottom as frequently as they descend from the top. There is real participation on the part of all. Why is this method not equally feasible in formulating all library policies? If library staffs participated in the formulation of library policies, they would not only have a keener interest in their work; they would be able to rise to any challenge, even that of adult education which has set the library world by the ears. Participation, I say again, develops initiative and the sense of responsibility. Far from hindering the work of the library, staff participation would, I believe, broaden the base of activity. Administrators should never forget that it is the staff, and not they, who come into direct contact with the public. It is the alert staff members who first sense public needs and lags in library service. And more staff members would

be alert if they were permitted to make use of their powers of observation.

"But," I can hear administrators object, "if you distribute responsibility, you won't have efficiency." My answer is this, it depends on what kind of efficiency you want." If you want to run a library like an industry, with each worker performing certain routine operations, you will have one kind of efficiency. But it will be the efficiency of automatism, utterly divorced from the humanism for which libraries have stood since time immemorial. I submit that, if there is any validity in professional training for librarianship, it is to turn out, not robots, but men and women with the power to think and observe and learn from experience. And unless we administrators make use of our staff's powers of observation by sharing responsibility with them, those powers will be wasted. Ideas are too few and too precious for any of them to be wasted. The frustration and dissatisfaction written all over the faces of library workers are due, I am convinced, to the stifling of initiative and constructive imagination. I have never yet talked to a staff member of any library who hasn't seen need for changes and hasn't had concrete and sound proposals for improvements. The tragedy is that too often these conversations end with a shrug of the shoulders and a wry statement of futility.

Staff participation in the formulation of library policies would work somewhat as follows: in small libraries the whole staff would confer together to discuss and make plans for the meeting of all challenges to the library, such as that of adult education; in large libraries, staffs would meet and plan by departments and then coordinate the whole. Every staff member should feel free to contribute, in fact, should feel an obligation to contribute. Once libraries have formed the habit of solving problems by mutual participation, I am of the opinion that library policies will not again be made in private conferences of the head librarian and his department chiefs, but instead, by the participation of all staff members.

<sup>27</sup> "The adult education program of the Tennessee Valley Authority" in *Library trends*. Edited with an introduction by Louis R. Wilson. Chicago, [1937]. p. 142.

### *Election of Department Heads*

I am of this further opinion, that once this democratic procedure is firmly established, election of department heads may perhaps be the next step. Does this prediction seem so bizarre as to be mischievous? It should not. It has not even the virtue of novelty. For as long ago as the fifteenth century, the librarian of the college of the Sorbonne was elected by his fellows.<sup>18</sup> And within the last month, department heads were elected in all the municipal colleges of greater New York.<sup>19</sup> Thanks to Mayor La Guardia, the Board of Higher Education has changed completely in personnel and is no longer the plaything of Tammany. This new board was willing to listen to proposals for greater democracy in educational administration put forward last spring by the College Teachers' Union. These proposals were discussed on April 12th at a lively meeting under the chairmanship of John T. Flynn—an open meeting where everyone who wished to speak was heard. The session, incidentally, lasted from 3 P. M. to 1 A. M. The proposals were then re-studied and revised and finally adopted by the Board on June 27th. At that time the National Education Association was meeting in New York, and the *Times* was devoting two full pages daily to reports of speeches of educators, most of them pleas for greater democracy in education but with no specifications given. To the Board of Education's institution of democratic procedure in the municipal colleges, the *Times* gave not one inch, so far as a painstaking search of the June 27-30 issues revealed. Perhaps real democracy wasn't news.

I would suggest that every librarian follow this experiment in the New York city colleges with reference to its applicability to libraries. The department heads in the colleges are elected for terms of three years by all members from the grade of professor down to instructor. In the recent elections, department members showed by returning a large majority of previously appointed

department heads that they took their new democratic responsibilities soberly, and not with any desire to create violent upsets. It is too soon to evaluate the effect of the changes that were made but one thing is already evident: department heads now "derive their just powers from the consent of the governed"; they are, in the words of Mr. Ordway Tead, Chairman of the Board of Higher Education, "leaders among equals." If the experiment succeeds in New York, there would seem to be no valid reason why it should not be tried in libraries.

### *Towards the Future*

We have come a long way from our starting point with the twelfth century concept of a university. We have scrutinized our libraries as people's universities from the point of view of their control and their relationship to trustees, librarian and staff. We have seen that by and large the people have little to say about the libraries for whose upkeep and maintenance they are taxed. I think they are going to have more to say in the future. It is our professional duty as librarians to see that the voice of democracy demands workable changes and feasible innovations. As librarians, we deal daily with materials for folk education. If we use these materials skillfully to inform the public as well as ourselves, we can participate in bringing about the changes that are coming, whether or not we want them to come. There is no question in my mind that our libraries can be real people's universities.

For my final point is this: *we are also the people.* "The people" is not an academic concept which we can survey with detachment. We librarians are part of the social fabric. We should be more aware than anyone else of the need for change, for reorientation, in our libraries. Everyone of us who is an American citizen of twenty-one years or over has a vote. Our civil franchise entitles every librarian, not prevented by civil service rules to work for such changes in city charters as will permit election to library boards of representatives of all groups in the community.

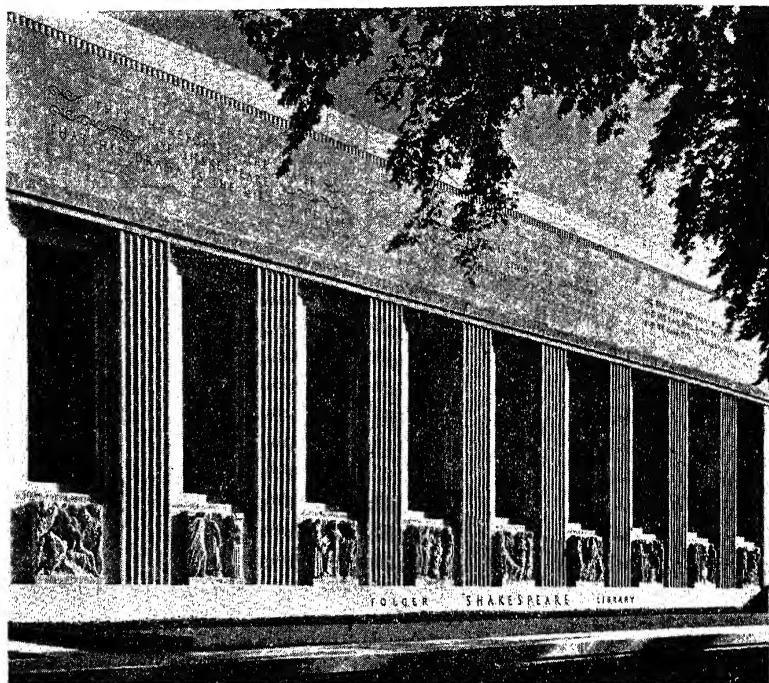
(Continued on page 387)

<sup>18</sup> Delisle, Leopold. *Le cabinet des manuscrits*. Paris, 1868-81. v. II, p. 196.  
<sup>19</sup> Selsam, Howard. "A new deal on the campus." *New Masses* 29: no. 4, p. 17. 1938.



# Cataloging and Classifying the Folger Shakespeare Library

By Edwin E. Willoughby\*



THE FOLGER SHAKESPEARE LIBRARY

TO form the world's greatest collection on the world's greatest dramatist Mr. and Mrs. Folger worked patiently for forty years. This would have been a remarkable accomplishment had it been their sole vocation and not merely one of the activities of two very busy people. Their home could not hold the 90,000 books, 37,000 manuscripts, 38,000 prints and 250,000 playbills which they collected—to say nothing of the Elizabethan furniture, pictures, and relics that they gathered together to furnish the library that they planned to give to the American nation. Their books, manuscripts and art objects, therefore, were packed in boxes soon after they were purchased and were put away in storage rooms and banks. With rare foresight, Mr. Folger usually packed in the box with each of his treasures the catalogs from which it was bought and the correspondence concerning its purchase.

As a guide to buying, Mrs. Folger listed most of the items purchased. This list was prepared on cards and gives not only the author, short title, place and date of publication, but also the source from which the book was secured. Today this list is the library's most valuable guide in ascertaining whether or not a book is in the library. Various other lists compiled either by Mr. Folger or by collectors whose libraries were acquired *en bloc* also came to the library with the books and are frequently consulted.

During the fall and winter of 1931 and the spring of 1932, these books were taken from storage and shipped to the recently completed Folger Shakespeare Library. As the books came in they were hastily sorted and shelved. The books printed before 1700 were shelved according to their age and language, chiefly in vaults, the more recently published books were roughly sorted according to subject.

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The group of books in the library most frequently used by scholars, the English books printed before 1641, are listed in Pollard and Redgrave's *Short Title Catalogue of English Books, 1475-1640*. The titles in the collection were checked in copies of this work, and where titles are not listed, they were inserted. This checked catalog is kept up-to-date and constitutes by far the most frequently consulted bibliographical tool in the library. The very valuable early English books are shelved in alphabetical order, according to their *Short Title Catalogue* number.

When on Shakespeare's birthday, 1932, the library was officially opened, it was possible in the first place with a high degree of accuracy to ascertain by means of Mrs. Folger's card catalog whether or not a book was in the collection and, by looking in places where a book might be shelved, it was usually possible to locate it by a brief search. This search was made easier by the fact that duplicate copies frequently are shelved in several places.

### *With Memory's Aid*

Altho with the exception of the checked Pollard and Redgrave's *Short Title Catalogue* none of the bibliographical works in the library at the time of its opening showed the location of the books nor gave any indication by subject, it was possible for a reference staff familiar with the collection to obtain for readers with comparatively little delay desired books whether asked for by author and title or by subject. And altho cataloging and classification has been going on for three years, service to readers still is largely accomplished by means of well-stored memories of the staff supplemented by these older and incomplete lists. In all probability, too, as the work of classifying and cataloging will go ahead slowly, this condition will probably prevail in an ever diminishing degree for a number of years.

Nevertheless, altho progress in supplying the Folger Shakespeare Library with an adequate bibliographical index to its contents has been slow, it has, nevertheless, been sufficient to be plainly evident. As soon as more pressing duties, such as the arrangement of books, were finished, the reference staff of the library, Dr. Giles E. Dawson, and Miss S. Jenkins Smith, applied themselves to the indexing and sorting of the manuscripts. The manuscripts down to 1700 have been briefly cataloged on handwritten cards. Entries have been made for author, for title, for signers of documents and in some cases for subject. The contents of the larger later manuscripts have been analyzed also. The numerous smaller pieces of more recent date, such as letters, have been merely arranged and listed.

The different poems and compositions in the commonplace books are analyzed and entered by author and first line. Dr. Dawson's notes on manuscript down to 1625 have been utilized by Seymour de Ricci and W. J. Wilson in their *Census of Medieval and Renaissance Manuscripts in the United States and Canada*. The Folger Library has over 200 pages in this work devoted to it.

One of the most important collections of manuscript, pictorial and other material in the library are the 125 volumes of scrapbooks made by the celebrated Shakespeare scholar, J. O. Halliwell-Phillips. The varied contents of these are made easily accessible by a full index on handwritten cards.

For the last three years, however, the library has had a cataloging and classification department. During the first year it was comprised of the modest number of one, but it has now grown to five, the chief bibliographer, two cataloguers and two clerks. Up to the present time, this staff has been engaged upon three projects. One of them is actually completed.

### *The Sales Catalogs*

As was noted earlier, Mr. Folger habitually packed with each lot of books copies of the sales catalog from which he had purchased them. As the books were unpacked on their arrival in the library, a yellow slip bearing the number of the box from which it was taken was inserted into each book and sales catalog. The correspondence and other loose items, too, were placed in a vertical file folder also bearing the number of the box. The 14,000 book catalogs were assembled together, shelved in the order of the cases in which they had been packed. It is then theoretically possible to reassemble the books, catalogs and correspondence back into the boxes just as they were before being shipped to the Folger Library. Frequently, however, books of one purchase were placed in several boxes and consequently some of the books were separated from the catalogs which described them. Again, in tracing the provenance of a copy, it becomes necessary to obtain catalogs from several boxes. The need of a list of book sales catalogs soon became apparent. The list which has been prepared is simply a rough finding list, as time could not be spared to make a more elaborate one. The briefest usable description of each of the sales catalogs was typed on cards by Mrs. Sarah Lily Percy. The cards were then arranged chronologically and a typed list was prepared from them. The cards have then been filed in alphabetical order. It is now possible to locate copies of a catalog by name of collector, if an auction sale; by dealer, if a dealer's catalog, or by date of sale.

The next and most important bibliographical project being undertaken at present is the cataloging of the English books in the library printed before 1641. These books are the most valuable and the most frequently used possessions of the library. At the time of the opening of the library they numbered about 6,000; now they amount to about 15,000 volumes.

The cataloging of these books is rather detailed, but at the same time an effort has been made to avoid needless elaboration. Items, even though sanctioned by long bibliographical tradition, which are of small value to scholars, such as collation by pagination, are omitted. On the other hand, each copy is quite minutely described. The title (abbreviated when over-long) is carefully transcribed, ends of lines and use of italic and black letter type and of ligatures are indicated, and title-borders and printers marks are noted. A careful collation by signatures is given. Typographical peculiarities are studied and where editions or issues are nearly identical every effort is made to differentiate them. Printers, publishers and engravers are noted. Considerable effort is made to identify the printers and etchers of unsigned editions and engravings and, unless obvious, the evidence for the identification is presented.

The number of cards per title in the catalog of the Folger Library is much larger than those made in most libraries. The contents of the books are quite fully analyzed. Cards are made, for example, for every writer of prefatory poems or notices. Quite a few additions will we hope, thus be made to the generally recognized works of Elizabethan authors.

Again, Elizabethan literature was built around the patron. For this reason, every dedicatee is noticed on the card and is given an added entry in the catalog. This item involves no little labor. When Darcie published his translation of William Camden's *Annales* in 1625 he dedicated the edition to forty-seven people, then during the printing of the edition added addresses to four more, making a group of fifty-one in all. Only by such methods evidently could the cost of producing such a weighty work be met.

### "Many Problems"

Books in the days of Elizabeth were referred to normally by their titles. Titles entries, therefore, are freely made—of titles of parts of a book as well as that of the whole, and of foreign titles as well as that of the English translation.

Many problems of humanistic scholarship concern gradual changes in thought and taste. As a key to their solution a chronological catalog of the early English books is provided.

Again a reasonable amount of research is expended in tracing the history of each copy. This is not done for mere sentimental reasons alone; the fact of possession or access to an edition by an author or scholar may sometimes clear up a literary problem. A separate index to former owners is kept.

The bindings are described and an index to binders is provided.

Such a catalog, despite every effort to keep down needless bulk and to avoid the inclusion of pedantic details is, needless to say, extensive. The average title probably covers four cards and has fifteen entries in the six catalogs in which the cards are filed. These catalogs are described at some length in the April 15, 1937, issue of the *Library Journal*.

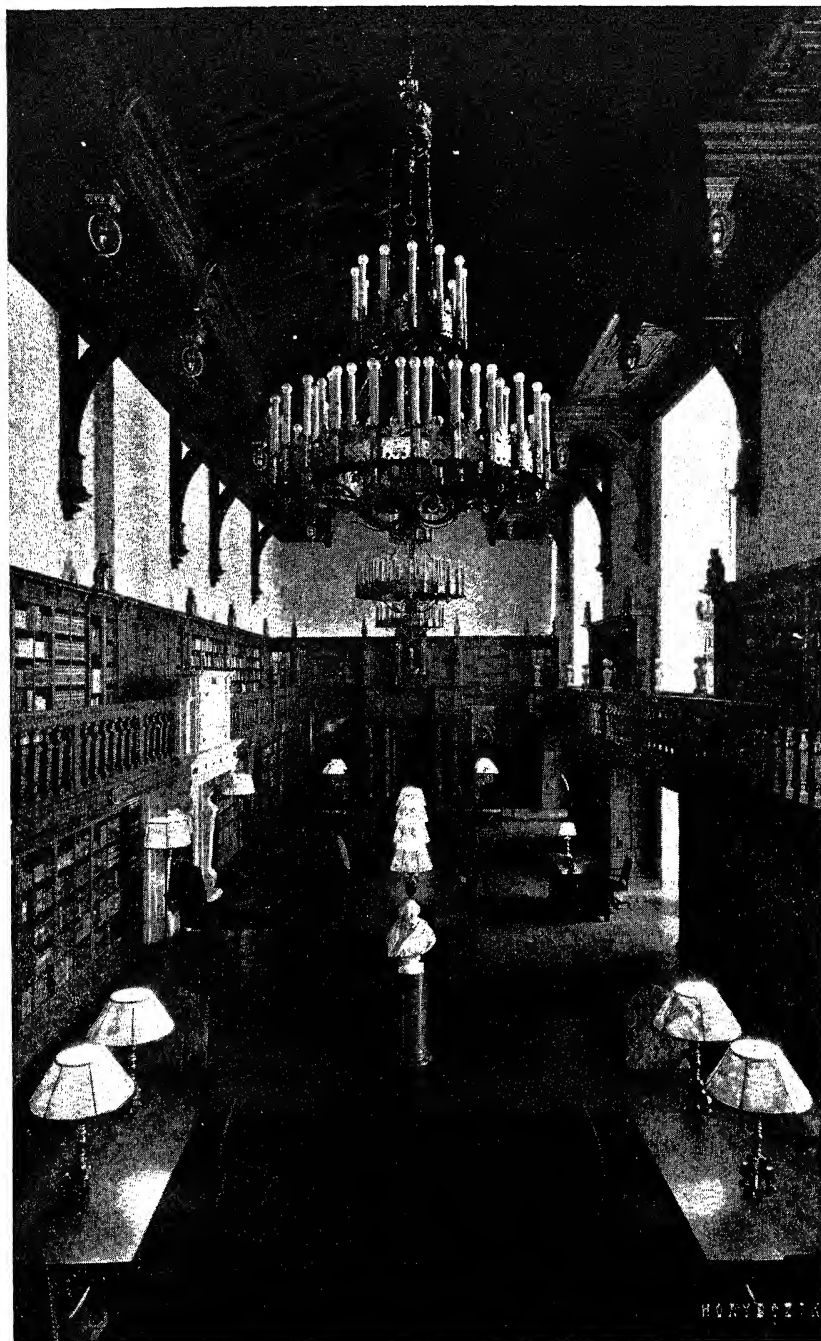
Sometimes a book of great complexity and importance requires a large number of cards. Mention was made of Darcie's translation of Camden's *Annales* a short time ago. To catalog this work required ten unit cards—not an exceptionally large number; the 1628 edition of Bishop Hall's *Works* required twenty. Seventy-two entries for this work appear in the different catalogs—most of these entries, of course, occupying only one or two cards.

### Cataloging Procedure

The catalog is prepared on mimeographed cards. The procedure which we use is quite simple. The cataloger, Dr. Paul S. Dunkin or Dr. Ray O. Hummel, after he has made a careful examination of the book puts down his data on a form. Miss Jeanne Rose, a young lady with library training who acts as cataloging clerk, then produces the stencil from the book itself and the cataloger's notes. The stencil is proof-read by both catalogers and by the chief bibliographer. The cards are then run off on a special mimeograph machine by Mrs. Percy.

Each card bears the initials of the cataloger and as there are twenty-six libraries subscribing for the cards for their union catalogs, the catalogers regard their signed cards as their publications.

Besides serving as a part of the general catalog of the library, it is planned that these cards will serve without change (except purely typographical adjustments) as copy for a printed catalog with a very full series of indexes. Just when this catalog will be ready for publication, I do not know. In fact, after working on the project for almost two years we find ourselves several years further from our goal than when we began. And altho I am forced by cold logic to admit that at this rate the prospect of ever finishing is not great, we remember that we are not likely to obtain another Harmsworth Library in the near future, and work away as best we can. We



READING ROOM, FOLGER SHAKESPEARE LIBRARY

always appreciate having any errors found called to our attention; so that they may be corrected before printing.

When in cataloging our early English books imperfections are discovered an attempt is made to supply the missing leaves by means of photostats. The photostats are bound up in light boards and in a uniform apple-green cloth binding and are placed beside the defective book.

Besides the catalog on cards, a private record of each book is kept on a confidential sheet. This contains data by which a missing rebound and altered book could be identified, and similar matters. Again, in the course of cataloging, material is often uncovered which because of length or other reason cannot conveniently be placed on the cards. The loss of this information is avoided by putting it on the confidential sheet where a staff member can have access to it and, if desired, can give this information to a reader.

The third project upon which we actively engage is the classification of the modern books.

In dealing with the books of the 19th and 20th centuries it is necessary for us to classify before cataloging. The reason for this is the large number of duplicates in this group of books. Mr. Folger, on the one hand, bought many books because of their association value. He recognized that a book with the annotations of a Shakespearian scholar constituted a manuscript of that scholar and that the possession of a book of Shakespearian interest by a famous man is an item of Shakespearian history. On the other hand, Mr. Folger often purchased books in lots and thus acquired duplicates of no particular interest. Before the cataloging of these books can be begun, they must be classified in order that all desirable copies may be brought together. Obviously inferior copies are segregated into a duplicate section at the very start but other copies are given, by means of an inserted pink slip, a number in a specially devised classification scheme.

To have employed one of the standard classifications adapted to the needs of a general library would have necessitated the use of very long numbers and would have presented us with the need of using the system in an abnormal way. Many of our books are of interest to us because of matters which are but incidental to the purpose of the author. An early book on life insurance statistics has at the end a chapter on insanity which its author tucked in at the end. The chapter contains a brief discussion of the madness of Hamlet. These two or three pages alone are of interest to us. *Simmers through the Ages* is the title of a book by P. B. Barry which con-

tains a biography of Edmund Keane, the actor. Having no interest—professionally at least—in sin, our concern is solely with the contents of this chapter. Again, we have a book by Stinson Jarvis entitled *The Ascent of Life*. The book expounds some esoteric philosophy which is frankly over my head. Helen Terry, to whom the book is dedicated, however, has added numerous pencilled notes. Mr. Jarvis' philosophy is of no interest to us but Helen Terry's reaction to it is. By using a special classification scheme these difficulties are evaded and our material is grouped in an order which seems convenient to us.

### *Classification Scheme in the Classics*

In brief, the classification scheme in the classics is a decimal system arranged in climactic order:

- 00 General works and miscellanea
- 10 Bibliography. Printing and publishing. Library science
- 20 Music
- 30 History and geography
- 40 Literature (non-Shakespearian)
- 50 The drama and stage
- 60 Shakespeare's background (the social life of Elizabethan England)
- 70 Shakespeare: biography and similar studies
- 80 Shakespeare: criticism and similar studies
- 90 Shakespeare's works

It differs from other schemes in the arrangement of many of its subclasses. For example local histories of England are arranged alphabetically by counties—an easily used order—rather than topographically as in most other classification schemes. On the other hand, lives of Shakespeare are arranged, not by author, but chronologically, as such an arrangement gives a picture of the growth of Shakespearian scholarship. Finally, by using Olin numbers together with Cutter numbers we are able to put general and special discussions together in one class and thus avoid numerous classes.

About 4,000 books have been classified by this scheme thus far. It is also being used by the University of Pennsylvania Library in the Furness Memorial Library. A description of it will be found in the July 1937 number of the *Library Quarterly*.

We probably shall not be able to begin seriously to catalog the 19th and 20th century books until the earlier English books are cataloged. It is necessary for us, then, to make a temporary catalog which will enable us to locate needed books until we are ready to begin this catalog. This we are making by means of a simple plan. A sheet of blue paper is ruled off in ten 3 by 5 inch oblongs, one or more unruled pink sheets of the same size are placed under it with the required sheets of carbon paper and a very brief entry is typed

(Continued on page 387)

# The Library and Its Care and Use of Films

By Margaret R. Greer \*

OF all the men and women writing for professional educational magazines on the use of visual aids, particularly on the educational film, Edgar Dale seems to be the only one to have put down in black and white the idea that perhaps the school librarian might possibly be of help in the administration of the visual program for the schools, and even Mr. Dale is quite casual and very cautious in his reference to this same school librarian.

It is interesting to note that the very same things are happening with visual aids that happened years ago with books. Books were in the schools in large numbers, even to the extent of being called "the school library" long before there was any such creature known as the "school librarian," or before there was any consideration given to "organization for service." Films and projectors are being acquired with the same fervency, and only occasionally is there mention of a "visual director" or a "service center." The school administrator somehow must adjust his mind first to the material object, deal with it himself in a haphazard or passionate way according to his own interest or inclination, then drift along until the accumulation of the material object becomes a burden to him or until his interest wanes. Suddenly the demand for service on the part of his teachers wakes him up to the fact that organization is essential, that he cannot give the time to it that pressure demands, and he seeks a place for it in his existing school system or adds a person to take over its organization. Too often someone else in the school who has inadvertently expressed enthusiasm finds himself "holding the bag." He is supposed to carry on the new idea, and still carry that thing for which he was hired, the teaching of the young.

This time instead of reaching for the English teacher who so often in the past became the school librarian, the school administrator reaches for the science teacher who suddenly finds himself the custodian of projectors and films. The science teacher's enthusiasm grows as he uses the material in his own classes, but wanes as he must give service to other faculty members who, strange as it may seem, feel that somehow or other they too have a right to the use of films and projectors bought from school funds. Locked closets, interrupted classes, and time for correspondence on rentals become obstacles to service to the school as a whole. The entire visual education program may be made or broken on the basis of personnel.

Librarian, Board of Education, Minneapolis, Minn.

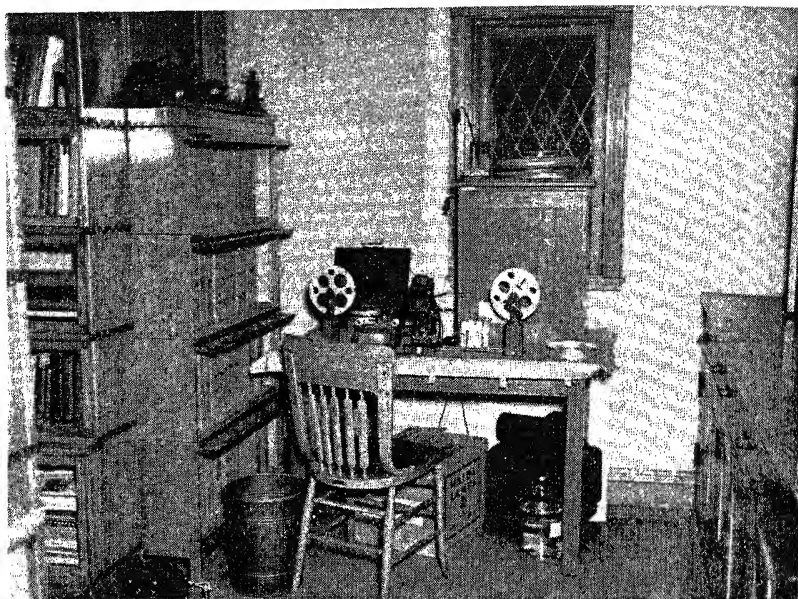
## *The Librarian Can Do It*

Why then is a librarian any solution to this problem? Well, first of all, the librarian is accustomed to looking at the school as a whole without bias in favor of any one department. Next, the library room is immediately available to serve all departments at all times. There is no interruption of class duties when the potential borrower comes to the library. Then too, the librarian already maintains a loan system and is quite accustomed to circulating materials, whether books or what-not. Ordering materials is a matter of routine; correspondence with dealers, a part of the day's work; adjusting a budget to school departments, an assigned duty. Though we sometimes hear or read scathing remarks on the publicity work of librarians, yet they are probably much better prepared to carry on a publicity program which will reach the entire school population of a secondary school, or school system, than are classroom teachers. A portion of the bulletin board space can quite easily be assigned to film publicity. The entertainment film outside the school can be related to school work thru evaluation and related reading as well as the educational film shown within the building. Commercial lists and the *Educational Film Catalog* can be placed at a vantage point easily accessible to both pupils and teachers.

Let us consider the library as a center for visual instruction materials and see just what might happen. What is necessary for a school program? First of all, a budget; space for caring for materials; a loan system; teachers' committees for the selection of material; a plan for pupil participation; an interested librarian—a librarian who looks upon visual aids along with the books in the library as an integrated part of the school curriculum.

## *The Budget*

An adequate annual budget is an essential to the progress of any program. The question is "what is adequate?" Various estimates may be found. They run from seven cents per pupil per year to one dollar. The most satisfactory way is, of course, to have the school district make the appropriation as a part of the regular budget, but with school finances as they are and the demands made upon these funds at present, there are few schools that are so fortunately provided. Other sources are used. Collections from school children up to the amount of one movie show for each semester have been made in some places. Noon movies in school build-



Typical work table in a library for rewinding and for film repair: Minneapolis Public Schools

ings, for which a penny or two for each show are paid, afford a chance for some principals to build up a fund for visual equipment, but noon movies are under fire for more reasons than one. One state places a \$3 tax on each reel censored, and in this way, has about \$60,000 a year for films for the schools in that state. If a school library really has a book budget of \$1 a year per pupil, which is the national standard, then perhaps a certain per cent might well be set aside for the purchase of visual aids, but so few schools at present have even half this amount for their entire expenses.

In comparing book costs with film costs, a recent article points out that to the sixty book borrowers, which represents the average circulation of a book in the public library, there might be 28,000 witnesses to a film shown in a school during the average seven years of its life. In figuring the expense, cost of the book was  $2\frac{1}{2}$  cents per reader while film cost was only  $8\frac{1}{2}$  hundredths of a mill per observer. A visual education program is really not exorbitant or unreasonable for any school. Where cooperative buying can be done, a fairly extensive program can be financed without placing a burden upon the school district. Examples of such cooperative buying and the pooling of resources will be given later.

### *Space for Materials*

Library shelves may be used to house 16 mm. films. To be sure this may be called a "make-shift," but it works. A strip of wood running lengthwise may be tacked about the center of the shelf to prevent films from rolling forward. The same book ends which hold books upright may be used to keep film containers in a vertical position. Dewey decimal numbers may be assigned each reel, and this number marked on the outer edge of the container so that it is easily visible. This brings related subjects together on the shelf and allows for expansion just as in the shelving of books. In this way it is as easy to take a film from the shelf for circulation as it is to take off a book, and as easy to put it back again. This section of shelves should be located in the workroom, or in a locked space, away from heat and where relative humidity and even temperature may be made possible. The work-space for the rewinding and repair of films may not necessarily be in the library. If some teacher cooperates with the librarian in this care of films, the workshop may be in a laboratory or shop in another part of the building. If the library has a large enough workroom, there is no reason why space should not be given over to this necessary work. Locked storage space for projectors and screens is desirable. If this cannot be found in the library itself, it should be as near as possible so that it may be supervised.

### *Loan System*

A simple loan system that seems to work involves the use of a charging card for each film title, a request slip, a schedule book, and film carriers or cartons. Rather than attempt a book pocket for each reel, a charging card for each film title is filed alphabetically by the title at the charging desk. When the film is borrowed, the name of the borrower and the date due is written on the charging card just as when books are loaned. The reel is then placed in a film carrier or carton, and attached to this carton is a card on which the date the film is due is stamped. On the return of the film, the charging card is checked with the cancellation of the date returned. The film is sent to the work table for inspection before it is returned to the shelf, and the charging card is returned to the tray. A schedule book is desirable for advance bookings. An ordinary loose-leaf notebook is filled with typewriting paper mimeographed to show the school calendar with blanks for the name of the borrower. One sheet appears for each film title, and an alphabetical arrangement is used. A teacher wishing to use a film on a particular day can book well in advance and be assured that the film will come to the classroom on that day. At the same time the reservation of the teacher is entered in the schedule book, a request slip giving the name of the film, the teacher and the date wanted is made out and filed at the charging desk back of the date the film is to be used. Each day these request slips are watched by the librarian or a student helper, and films are sent as scheduled. This advance booking should be made by teachers themselves after careful consideration of their classroom program, and films should be scheduled only when they will relate directly to the class experience. Promiscuous scheduling, without thought of curriculum or class program, should be discouraged. A film totally unrelated to the experience of the class has little educational value. Advance scheduling might be done cooperatively by a group of teachers, but surely no teacher should be asked to accept a schedule of films made arbitrarily by a person or committee who knows nothing whatever about his classroom plans. Films, as well as books, should circulate freely, but should satisfy classroom needs first and foremost.

Librarians are fully aware of the help which teachers individually and collectively can give in the making up of a book order for the school library. Book selection is built around the immediate needs of the school, and all departments play their part in the selection process. Just so with the selection of films which will make up the film library of the school. If the average life of an educational film is seven years, and we find evidence that it may even be longer than that, surely, the selection of that film should be carefully made. If the cost is actu-

ally to be reduced to some hundredth of a mill, and not be a \$24 wasted investment, the film must be selected, not by a single supervisor, teacher, or librarian, but by a group of school people representing different points of view. Committees of teachers representing all school departments have much to contribute in previewing films, in evaluating their school use, and in weighing the cost. The opinion of a fairly large group of pupils and teachers can rather easily be obtained thru the use of a mimeographed score sheet. This sheet may be handed out at the beginning of a preview and collected at the close. Such a score sheet appears as a part of the appendix to the pamphlet, "Teaching with Motion Pictures," put out by the American Council on Education. It is called "Criteria for Evaluating Films," and provides for a series of checks which will give a fairly good picture of the teaching effectiveness and interest value of the film. A smaller committee going over these score sheets would be able to find ample grounds for rejecting or for purchasing a particular film. Such committees should hold to the point of view that a school film is educational and not recreational, and that it must be an effective teaching tool. A good film will really add something to the experience of the child, which he cannot get from books or from his normal daily observations.

Such committees may well consider whether a film should be rented or purchased. With regional rental centers as conveniently near as they are in many states and the fees so reasonable, a rental program, especially at first has many advantages. Only the tested film is worth the purchase price. A part of the visual education budget, or fund, should be definitely set aside to cover this rental expense, and such rentals should all go through one channel for the school system. Here it would be the librarian who would act as the "clearing-house," altho a clerk might do the actual correspondence.

Teachers' committees are excellent means for in-service training. Indifferent teachers become awakened to the use of materials which they have previously ignored. Many teachers get their first contact with 16 mm. films and the manipulation of a projector. Surprise and actual pleasure come from their mastery of the machine, and they find they have at hand another valuable teaching tool.

### *Pupil Participation*

If teachers find pleasure in the use of films and machines, actual joy comes to the pupil who learns to run a projector in school. Projection clubs are organized for sixth-grade boys, and on up thru the senior high school. The club is organized so that there are boys with free periods thruout the school day. These boys are on call for any teacher who wishes to have the



films run for the class. When films are booked, the teacher may ask at that time for a boy and the necessary projection equipment. He appears with the material at the time scheduled and returns to his class as soon as he has returned the material to the library.

Pupil clubs are not only service clubs for projection purposes, but they frequently act as the guinea pigs at previews, and give excellent advice. Club members rewind films, inspect them for necessary repairs, and even make some of the simple repairs themselves. Some of the clubs even go beyond this to the actual making of movies. They prepare scenarios, plan the settings, take the pictures, organize the films with captions, and produce the finished product. It may seem exploitation of pupils, but actual learning is going on every minute. A faculty advisor is naturally essential, and the librarian keeps in contact with the activities of the club.

How can a school librarian add all this to the burden of regular duties? It can't be done, of course, if that librarian is loaded with classes, as well as with library duties, or is obliged to police a study hall from nine in the morning to five in the afternoon, or perform clerical duties for the principal. It can be done easily if the school librarian is really given an administrative job and is made the head of the Library Department, meeting other department heads with the principal on an equal footing. Such a librarian is willing to act as a supervisor, delegating various phases of the work to co-workers, committees, and pupil groups. It is, after all, largely a matter of attitude and planning. Naturally, in a large school system a visual director is essential, but even there, the visual director has much to gain thru close cooperation with an established library loan system and the publicity which a library can give.

### *Centralized Film Library*

Now, what has gone before may seem idealistic and difficult of achievement, yet it parallels, to some extent, what is being done in Minneapolis. To be sure, for this region of eighty-nine elementary schools, twelve junior and ten senior high schools, there is a centralized visual education department, with a director in charge; but that visual department is closely connected, in fact, housed in the same suite with the library department for the city schools, and the circulation of visual aids is a part of the library loan system. The visual education director is working with school librarians and department heads in the various buildings to get his publicity across to the teachers. Instead of trying to build up film libraries in the individual schools, a centralized library is maintained, which loans to all schools upon request. Both films owned by this central library and rental films are made available. Projectors and screens are also



A Projection Club at Work

loaned from the central library, altho most of the schools now own their own equipment. Committees of teachers and principals work with the director in formulating policies, selecting films, and in administering the budget, which is spread as nearly as possible over all school departments.

This centralization of the educational film library is followed in a number of places. It makes possible the showing of a much larger number of films in any one school, since resources are pooled, and films are shared. An example of this may be found in Los Angeles County, as explained in the March 1937 issue of the *California Journal of Secondary Education*. Here the county superintendent called in the chief administrators of all the districts owning projectors, and a monetary basis was set up of 7½¢ per pupil in elementary schools and 10¢ per pupil in secondary schools. The actual amount varies somewhat, as each sum must equal the cost of a long or a short reel, since each district actually owns the film purchased with the money it contributes, but deposits it with the central library where all contributing schools may have the privilege of borrowing it. All money goes for new teaching films, while the county division pays the expenses of booking and shipping. Another example is found in the central schools of a number of townships in Orange County, New York. Here again, the school owns its own equipment, but pools its resources in an educational film library upon which all the schools may draw. Such systems work successfully only as long as there is some person directly responsible who views the field as a whole, and who is fully aware of teaching needs and film sources.

Some state departments of education are adding visual education divisions, but not all of these are organized for the free distribution of films to schools in the state, as in Ohio. In various places, the state university has become the distributing center for many educational and commercial films. A rental fee is charged, of

course, and, sometimes the school borrowing from such an institution must pay additional transportation charges, at least one way. Then there are the numerous commercial companies which rent or sell films to schools. A number of lists of film sources are in print. "Teaching with Motion Pictures," by Mary E. Townes of Teachers College Library is a guide to sources of information and materials. Another useful list is "Sources of Visual Aids and Equipment for Instructional Use in Schools," by C. M. Koon of the United States Office of Education; and still another, the "1,000 and One" list, put out by the *Educational Screen Magazine*. The *Educational Screen Magazine* itself is an asset to the school library. Both pupils and teachers will discover articles of interest each month. But probably the most useful visual education tool is the *Educational Film Catalog* of The H. W. Wilson Company. This covers educational films which may be purchased, rented, or borrowed, and gives annotations and specific data invaluable to teachers in making selections for class work, and to committees making recommendations for purchases or rentals.

A great deal has been said or written on the advantages of the film as a teaching instrument, and nothing need be added here. Its value has been proved, and its use in schools is bound to increase, provided the administration sets up machinery which makes it as easy for films to get into the hands of teachers as it now makes it easy for them to get the books they need to enrich their classroom work. Perhaps the librarian can help to make this possible.

### *The Future*

To go back to the comparison with old-time school libraries, we find stress today on the informational or educational film and disparaging remarks about the use of purely recreational films in schools. In early records in New York state there are to be found prohibitive statements barring the purchase from school and state funds of fiction, or novels, for school libraries. Is there a parallel? There may be a difference. In all probability, children are much more exposed to the recreational film thru the movies today than children of the past were exposed to fiction. But what of the future? Will commercial pressure and professional attitudes continue to try to keep the entertainment film out of the school, or will the best that Hollywood has to offer be rescued from the junk heap for future generations of school children? I am reminded of the recreational reading program which is an integral part of the school program today, and the part that librarians have played in making the best stories known to boys and girls. A gradual growth and early pruning perhaps makes for permanency. At least, the roots of visual materials are in the soil of education.

### A PEOPLE'S UNIVERSITY?

(Continued from page 377)

Not many of us may become head librarians, but we can all study our communities and devise ways and means of getting into touch with all social groups, and thus extending the usefulness of libraries. Staff members will be able to do nothing alone, but by uniting with colleagues on one or two basic proposals, we can work collectively for their accomplishment. We shall thus be making a positive contribution to our times, and in doing so, we shall be developing our own resources and powers. Our work will then be more than a means of livelihood; it will have become part of a rounded, responsible and satisfying career, an individual life lived fully and linked with the common life of all.

### THE FOLGER LIBRARY

(Continued from page 382)

for each title. When a convenient number of sheets are completed, they are cut by our binder and the blue slips are filed in classified order, the pink slips alphabetically. When the temporary catalog is finished we shall be able to locate books by author and subject and the slips, which occupy little space, will be employed in ordering Library of Congress cards for modern books.

The playbills of the library are still in bundles unarranged. It is not likely that we shall begin to put them in order for some time yet. The tentative plan for dealing with them is to arrange the play bills by country, city and theatre and then by date of performance. Brief descriptions of each bill giving author and title, date of play, or plays, names of actors and managers and other pertinent items will, it is planned, be arranged in the same order as the bills and typed on sheets. Indexes by author, title and persons and a chronological list will be made and the whole, it is hoped, will be planographed and published as such a work would make available a large amount of theatrical information both historical and biographical.

Though slowly, the task of making more easily available the resources of the Folger Shakespeare Library is steadily going ahead and if one asks us in the words of Shakespeare, "Have you a catalog?" (*Cor.* iii.3.9), we can reply also in the words of the immortal bard:

"In such indexes, although small pricks  
To their subsequent volumes." (*Troi. & Cress.* i.3. 343-4).

# HOW DOES THIS SOUND?

By Oscar C. Orman \*

Introductory note: This description of a novel method of book circulation is the first of a series of articles under the title "How Does This Sound?" which introduce different if not unusual ways of improving library service. Next month Mr. Orman will outline a detailed program and form of organization for the Federation of American Library Associations

as it was introduced in the January issue of the A.L.A. Bulletin. This will be followed by other articles including a presentation of "A Realistic School of Library Service" which will urge a new direction in library education. It is hoped that "How Does This Sound?" will bring forth numerous expressions of opinion from the readers of the Wilson Bulletin.

## I.—*Banking On the Catalog*

THERE is considerable similarity between banks and libraries when one thinks of the manner of their origin and how they have changed their purpose. Both grew up to satisfy the need for protection; libraries to preserve books and manuscripts, banks to house and guard valuable tangibles and intangibles. Both have developed new services by which protection has given way to circulation as their principle characteristic. No library desires to be labeled a storehouse. No bank prides itself on an overflowing vault. The library boasts of ever-increasing circulation. The bank profits when money moves rapidly. And so we see that banks and libraries have much in common. Both strive for circulation.

But how different they are in their methods. While banks constantly adopt new ways of deposit and withdrawal, libraries seem content with the systems devised decades ago. This complacency with the routines used at the very point where the user comes in contact with the library is strange when one considers the active interest librarians demonstrate in micro-photography, federal aid, certification, etc. At a time when librarians are searching the political and scientific horizons for ways of extending service, they seem to be overlooking the possibility of improving the fundamental and ordinary way of book circulation. This is not an argument against the new movements mentioned above, but rather an attempt to call attention to an important oversight.

Can you imagine the joy of a user if he could ascertain without the use of a circulation assistant that a certain book was either in or out of the library? Can you guess the depths of his satisfaction upon being informed that it would no longer be necessary to fill out call slips for the books he wants? And think of the contentment of a circulation staff if the members could be relieved of the laborious duty of constantly searching files

and stacks to be sure that the book wanted is actually not in the library. A dream?

It all started a short time ago when a tired graduate student leaned on my shoulder and cried, "Why, or why, is there so much delay in libraries at the circulation desk?" Before I could utter a word he went on to say that a library might have a well chosen collection of books and materials and that the collection might be expertly indexed, but that in every library he had used he had encountered the same discouraging and persistent delay at the circulation desk.

## *Delay at the Desk*

My request for a bill of particulars brought forth the observations that users when knowing authors or titles are bothered by the need for preparing call slips; that some delay arises from errors made by users in filling out call slips; that users usually duplicate their book requests when they are interested in subject matter with no definite sources in mind; that this duplication is insurance that the user will obtain at least one book to satisfy his need; that much time is wasted by the user in waiting for reports that the book is not in the library; that further delay occurs when the circulation assistant checks the charge file; and that delay at the circulation desk occurs in college and public libraries alike.

My plea of confession and avoidance was based on the belief that libraries were being operated as best they could and that years of experience had proved the adequacy of the circulation systems in use. This answer was afforded a cool reception and the graduate student went away feeling more tired and undoubtedly convinced that my response was one more phase of the delay incident to library administration.

Startled and puzzled by this declaration of lack of confidence in a routine which I considered the acme of perfection, disturbed by

\* Director of Libraries, Washington University.

this criticism of a traditional and orthodox technique, I commenced to test the attitude of others. Faculty, students and some of our own staff members reiterated the view that something should be done to speed up library service at the point of circulation. But, how? Well, How Does This Sound?

### *Introducing the Permanent Call Card*

Instead of the cataloging or processing department preparing a book card for each volume, henceforth the cataloging department will make a Permanent Call Card which will do away with the need of the ordinary book card. The P.C.C. will be the same size as the catalog cards used in the library. It will be filed in the public catalog directly behind the author or main entry card. The P.C.C. will be properly grooved so that it will fit over the catalog tray rod and may be conveniently removed and replaced. Each book in the library, with the exception of those which do not circulate out of the library such as reference materials, reserve books, etc., will be represented in the public catalog by a P.C.C. For the convenience of users in locating this new inhabitant of the catalog, the entire catalog will be divided into two parts so that author and title cards are in one sequence and all subject cards are in a separate catalog. Users knowing authors will be able to turn to the catalog and ascertain instantly whether the books they want are available. If they find a P.C.C. for a book they want, they know that that volume is in the library. If a P.C.C. is not found behind the author card, they know that the book is being used by another person. A user knowing a title or a subject heading will obtain the main entry reference and turn to such entry to locate the P.C.C. In any case the users can tell by examining the catalog whether certain volumes are in or out of the library. No call slips are prepared for books not in. No duplicate call slips are made in the hope that one book out of the several requested will be available. There will be no chance for error in transcribing the information found on the catalog card to the call slip.

Armed with the P.C.C. the user will go to the circulation desk and hand the P.C.C. to the circulation assistant. The staff knows that its journeys to the stacks will be fruitful. All P.C.C.'s not in the charge file represent books on the shelves. The book will be obtained in the time it takes the staff member to go to the shelves, pick up the book, and deliver it to the circulation desk.

### *Charging the Book*

At this juncture the user will disclose his identity and establish his right to borrow the book by presenting his "charge-plate" to the circulation assistant. The P.C.C. together with the "charge-plate" will be inserted into the electrical charging machine and in a split second's time the user will be given possession of the book. Before the charging process is concluded, however, the colored stack book card will be removed from the pocket of the book, and the white date due card will take its place in the book pocket. All books in the library will contain colored cards to indicate that the last user had been discharged and that the P.C.C. has been replaced in the catalog. The need of the date due card is obvious.

The P.C.C. will then be filed in the charge trays, but not before it is clipped with a colored tab to indicate the date upon which the book it represents is due. The charge trays will constitute a class file. The P.C.C. is the call slip, it is the book card, and by using colored tabs for the date due to P.C.C.'s will constitute the entire charge file.

The efficiency of this system will cause the user to rejoice as he leaves the library with his speedily acquired books. Upon his return of the books the circulation assistant will extract from the charge file the P.C.C.'s representing the books used. Once a day or at more frequent intervals the P.C.C.'s will be filed back into the catalog. The date due cards in the books will be replaced by stack book cards, and the books will then be shelved.

### *The "Live" File*

What of books which have been returned and are in the library before the P.C.C.'s are filed? They will be cared for in this manner. While returned books will be shelved regularly the P.C.C.'s representing such books will be placed in a "live" file arranged in alphabetical order. This "live" file will be handy to users and staff alike and will contain P.C.C.'s representing books returned since the last P.C.C.'s were filed. The size of this "live" file will depend on the amount of circulation and amount of time between the intervals of catalog filing. It is felt that the time saved by the operation of the other features of this system will more than allow for the time used in filing the P.C.C.'s. Of course, multiple copies will be represented by multiple P.C.C.'s.

How does this sound? Will this be an answer to my friend, the tired graduate student. He says "Yes."

[EDITOR'S NOTE—Comments are invited on Mr. Orman's Permanent Call Card plan.—S. J. K.]

# Made to Order Library Instruction

By Elizabeth Griggs \*

IN the midst of the greetings on the first day of school some teachers are sure to say that they have sociology classes and would like to bring them to the library for their usual lesson at once. "At once" suits me, because after that first week the library is too crowded to schedule classes there, so we arrange our dates right then.

At Grant sociology is usually taken by seniors, and there is no text book. I begin the lesson by saying that the entire library is the sociologist's laboratory, where he must learn to do the individual research which will be expected of him after high school. I prove my point by mentioning, as our eyes follow around the room, books in each class which have some bearing on a phase of their subject, and go into the 300 class in detail to show the scope of sociology. Then I remark that sociology is not dead but constantly happening, so that pamphlets, newspapers and magazines are as useful as books. By this time it has become obvious to the group that a library can't be used easily without its catalog, and that magazines must have a guide. The class knows how to use these tools, I remind them, and add that if any have forgotten I will be glad to show them how at any time.

Next we spend some time on the efficient use of books, their indexes, etc., and the great importance of careful reading. Trivial as it sounds, this part of the lesson is most appreciated by the students, who, for all their handling of books, have seldom regarded them as anything but pleasure reading.

Then we discuss briefly what I term "applied sociology," which means in their very new sociologist's vocabulary, consideration for other members of the social group, and deals with library conduct and the theft of books. Books for sociology had disappeared more than those for any other subject but, since the beginning of these lessons, as few as four a year have been missing—rather gratifying, considering the cost of such volumes.

By the time the eighth termers are importantly doing their own research, the English I teachers are asking for library lessons. I have always given these children mimeographed sheets introducing and explaining our library, but in future this will be done in our new freshman guidance classes, leaving more time in English classes for what the English department and I consider very vital work—interesting first termers in reading.

These children have no text except a work book, and are urged and expected to read much. The library is glad to cooperate with the English department in stressing the pleasure of reading, and, since we feel that prescribed lists might destroy some of this pleasure, we do not use them. It is not unusual to find first termers in a class reading such varied books as *Tom Sawyer*, Breasted's *Ancient Times*, *Jane's Island*, and *Gone with the Wind*. On the other hand, the reading is not indiscriminate and unsupervised, because the pupils know that they must have the teacher's or librarian's approval for any book not in our library.

## Reading is Fun

For most of the period we talk about books, which means a barrage of "Do we have this in our library?", "Have you read that?", "Is there another book like this?", "Have we a lot about aviation?" There are suggestions, too, for I explain that the library is theirs and their ideas for new purchases are welcome. In my last few classes I had almost a hundred such suggestions, an insight into constantly changing reading interests in these newcomers. Most children have questions to ask, and they continue until the next class assembles. They frequently want books on special subjects, like auto racing or sculpture, and are fortunately not all like one lad who wondered what stories we had about the Crimean war. When I offered to borrow some from the main library for him he replied that he had read all there were there, adding with resignation, "It seems to have been one of the minor conflicts."

We, meaning the English department and the library, feel that these lessons introduce a sense of reading freedom and accent reading pleasure, as reading "just for English" might not. Students like to feel their ability to choose their own books and follow their own tastes. The lessons help me establish personal contacts and give an opportunity to cry my wares.

It is in these classes that we do some rudimentary but effective remedial reading. A few minutes before the period ends I say casually that there are a few people in the class who do not like to read, which is natural and no cause for shame and uneasiness lest one be queer. However, it is plain that those people are going to be handicapped in a class where a great deal of reading is enjoyed, so if they want to do something about it they may come to me for a talk. The look of hope and relief

\* Librarian, Grant High School Library, Portland, Oregon

on a few faces, usually of children who have taken no part in the discussion, is pathetic, revealing as it does secret unhappiness at being different or slow.

If the three or four who reach my desk as soon as I do, usually, have mechanical difficulties I talk to the teacher, who may refer them to remedial reading classes. If their trouble is lack of interest it is my problem to interest them. Between us we get results, though it often takes much time and patience.

When, two years ago, American history classes adopted three texts on a rental basis, the library's rather good collection gathered dust and sheltered gum wrappers. I went to those classes for only a few minutes to talk about the importance of supplementary reading and the value for long reports of entire books on periods and events rather than scattered bits in general histories. To illustrate this I gave the divisions of 973, and was surprised at the eagerness with which the students took notes. The history shelves were depleted and continue to be because the teachers ask for that lesson every term.

As the term wears on and the English 6 classes approach their forums, panels, or debates, library instruction is requested by the teachers. This lesson is on Readers' Guide, Granger, Statesman's Yearbook, and similar tools; naturally, from the nature and quantity of material given, it is more cut and dried and cannot vary as much as other lessons. It is possible that Readers' Guide may have to be taught in a lower term if the increased use of magazine material continues, but at present it comes where it fits in best.

There are several teachers of third term English who believe that the real break in reading interests comes then instead of earlier. They ask me to talk to their classes about adult books and reading needs.

Toward the end of the term the special eighth term English class for people who do not intend to go to college and have not done well in English asks for a talk on reading after high school. I am hoping to extend these discussions to all eighth term classes and to consider in them library facilities they may expect to find and authors not on our shelves. It is a shame to have the literary tastes and interests which the English department and the library have undoubtedly succeeded in instilling and cultivating neglected and unused because of frightening arrays of unfamiliar titles and unfortunate blind choices in branch libraries.

Such is the informal, and perhaps to some, apparently careless, nature of our library instruction at Grant. It is the result of close cooperation and sympathy with the aims of the various departments. Whenever a teacher asks for a talk on modern verse or book re-

viewing, or any topic on which I can give some help, she gets it. Instruction is given only at the teacher's request. However, if I want a class to have some special work, I am free to give it.

The reason catalog and dictionary lessons are conspicuous only by their absence is that our children come from platoon schools where they have been well-trained by the teacher-librarians. First termers, in fact, are more familiar with library mechanics than older students who can find their way but have forgotten the means. The catalog is used, as its battered condition testifies, and call numbers are familiar because we never put books into student's hands; we suggest the catalog or mention the number, easily located on the labelled shelves. Occasionally, as a check, I give the catalog test in use in Portland schools to a class chosen at random, and find the scores as high as when I regularly taught the lesson.

### *Heresy!*

No doubt this savors of heresy, but I doubt if I would teach the catalog and all its ramifications even if the children had never heard of it. Days are short and school library work has higher aims. One of these is to give students the certainty that all libraries, not ours alone, can help them, and all their lives. That is the reason for giving lessons as the need arises and the subject is pertinent. It seems a worth while method when one sees graduates trustfully going to the main and branch libraries for what they have learned they can find there.

And if, as most of us do, we consider that our greatest service is to awaken or stimulate a love of reading, don't we fail if our students know all about cross references but never open a book?

Between the formal teaching of the mechanics of the library and the as yet Utopian idea of a readers' advisor in high school libraries there must be a middle road. It lies, I think, in teaching mechanics only when their use for a subject, like history or for reference, can be shown in the light of the student's immediate needs, or, in the English classes, giving book talks to create interest, guide taste, and advertise our wares.

But all teaching should be at the very minimum, for the librarian belongs in her library. At Grant we have carefully but quietly fostered the knowledge that for the middle of each period, after the reference work is well under way, the librarian is glad to talk about books. Who would give up hearing how Judy has actually ceased to like school stories and how Jock thinks sea stories are swell, now that he's encountered Conrad, just to lecture impersonally on the use of the catalog?

# An Analysis of Work in a Small Public Library

By Anne J. Rymer

THE separation of clerical and professional work is a subject which is discussed so frequently in library groups that its possibilities are no longer news. Many of us have planned toward that desirable end, but have found that in small libraries the size of the staff offered practical limitations.

Professor Ernest J. Reece's article "A Look Ahead for Library Schools," published in the January 1938 issue of the *A.L.A. Bulletin* has this to say:

"Even as matters stand, the duties in libraries commonly are not distributed according to the systems for which many graduates are fitted, and a librarian seeking a cataloger is apt to place small value upon the study of social factors and educational trends which may have been a part of an applicant's preparation. In the necessary effort to qualify candidates for positions that exist, therefore, the schools see retardation for the library world, frustration for their ablest students, and a possible source of criticism to themselves."

This statement stung us to action. We proposed to determine by actual record what proportion of our activities were of a clerical nature and what professional and to determine whether the professional staff could be relieved of assignments unworthy of their gifts and training. These are the results of the analysis.

## *Picture of the Scarsdale Public Library January 1938*

Suburban library

Nine years old (opened October 28, 1928)

Library of 20,072 volumes, 4069 or one-fifth of them, juvenile.

Circulation 98,005 (in 1937); 27,211, or slightly more than one-fourth of it, juvenile.

Staff 6½

- 4 library school trained
- 1 business school trained
- 1 untrained clerical
- ½ page—school boy

## *Purpose of Work Analysis*

1. To determine what proportion of the time worked is spent on professional tasks and what on clerical.
2. To determine, provided the analysis showed a lack of balance between professional and clerical, whether or not a schedule could be arranged to change this, the schedule to provide clerical workers to take care of all clerical tasks and to leave library school trained people free for professional duties.

<sup>1</sup> Librarian, Scarsdale, N. Y., Public Library.

It was held by each of the professional staff that all detail work now being done is necessary for the smoothness of operation.

It was also recognized that at least one professional assistant at the information desk is necessary at all times and two or more at busy times.

February and March were chosen as convenient months. Altho these two months were characterized by heavier circulations as a rule, the figures are balanced by February's holidays and so make the period as typical as any months in the year, with two exceptions. Ill time for the entire year occurred during this period and new book accessions were nominal. Time which ordinarily would have been spent on cataloging was spent on the development of the picture file but the cataloger reckons her time as follows:

Accessioning; approximately 40 books an hour.  
Cataloging Process; verifying authors, checking capitalization and possible subject headings for fiction; approximately 25 books an hour.  
(Typing of cards is done by a trained typist.)  
Classifying; approximately 7 books an hour.  
Adapting L. C. cards; approximately 9 books an hour.

## *How Made*

In February and March there were 41 working days or 328 working hours for each full time assistant. The staff works a five day week. The Staff of 6½ were required to work a total of 2132 hours during the period.

Each person was given a note-book in which she entered her daily tasks and the hours consumed by each task. The schedule for each assistant remained the same thruout this period, at the end of which the number of hours consumed by every task was totaled.

After each person had completed her own analysis, the librarian made a compilation dividing the work into the two broad classes, professional and clerical, and subdividing under each the three main kinds of work: work with books, with readers, and administrative duties.

It is granted that some slight variations appear, owing to the different interpretations of any seven people, but it is believed to be substantially accurate.

The clerical work consumes almost twice as much time as professional work, the two types being more nearly equal in time spent on books than on readers or administrative duties.

In working with the public, it takes more than twice as much time to charge books, answer the telephone, slip the books, do the mechanics of reserves, overdues and registration, as it does to answer reference questions or assist with reading requests and interests—in fact to do the thing for which a public library functions.

In administration, it takes almost twice as much time to do the mechanical tasks of keeping statistics, arranging circulation, filing correspondence, book catalogs, etc., as it does to accomplish the creative work of the library, to plan and execute ways of extending its services.

Routine duties such as arranging circulation, filing readers' cards, sorting mending, filing in the catalog, and weeding out cards, were done by the assistants while on duty at the charging desk and were estimated to consume 286 hours within the clerical total of 1289:10. All work done specifically for the children's department was estimated at 256:30 or 12 per cent of the total hours accounted for.

The professional staff members were asked to indicate which of their scheduled duties could be carried by adequate clericals. They reported that typing, revising slipping and mending, telephoning, charging books and checking mail could be done by clericals provided there were more clericals. The time consumed by these tasks amounted to 256 hours or about 19 per cent of the total 1312 hours required of the professional assistants.

A schedule was then made in the hope of replacing one professional assistant with another trained clerical of high calibre. It was proved that if the library is to maintain service at the present level on the same budget and with the fixed physical arrangement of the building, no one professional assistant can be replaced by a clerical, even a well qualified one, if the schedule is to retain any elasticity.

### Conclusions

The foregoing results would seem to indicate that a large percentage of work done in public libraries is undeniably of a mechanical nature and that the work should be done by qualified clericals to the fullest possible extent. Perhaps until smaller libraries can have their books cata-

logued by a central agency and have the use of specialized persons for services of occasional demand such as a story teller or a staff of trained menders, professional assistants must of necessity carry a disproportionate amount of detail work.

The term "clerical" in library usage has no definite connotation. It too frequently refers to a person who went into library work, who failed to achieve a satisfactory professional status and who remained to form a backwash of discontent, and so carries a certain stigma.

For the best results we believe that clerical service should be as strictly defined as professional, the two running parallel and not necessarily overlapping. Excellent clerical material can be drawn from secretarial schools. The clerical service should be furnished with a scheme of service by which they could advance as in the business world and for the same reasons that a professional assistant advances in her scheme, namely because she has proven herself ready to advance.

If much of the work of the library is mechanical it does not follow that the range of duties for clericals is limited to charging books and typing. Caring for the numerous reports, statistics, or the organization of desks and work rooms are some important duties that could wisely be assigned to well trained business assistants, often to better effect than to many library school trained ones who struggle valiantly though uncongenially with a column of figures.

Clerical assistants are characterized by the same human qualities and ambitions as professional assistants and should be permitted by a graded service the same possibilities of advancement within their group as professionals. By using the two schemes we should merely be fitting a job to individuals according to their training, ability, and the demands of the situation.

## SCARSDALE PUBLIC LIBRARY WORK ANALYSIS

### HOURS SPENT ON INDIVIDUAL TASKS

<i>Time</i>	<i>Staff</i>	<i>Hours Required</i>	<i>Hours Ill</i>	<i>Books</i>	<i>Readers</i>	<i>Adminis- tration</i>	<i>Total</i>
Feb. 1-March. 31 1938							
Professional .....	4	1312	25:30	304:00	227:30	192	723:30
Clerical .....	2½	820	32:00	385:45	598:40	304:45	1289:10
Total .....	6½	2132	57:30	689:45	826:10	496:45	2012:40
Total hours required					2132		
Hours accounted for in tasks			2012:40				
Hours ill time .....			57:30				
Hours unaccounted for, or lost in irregularity of schedule or waste .....				61:50			
				2132:00		2132	



## I. Book Procedure—Professional

	Hours
Book reviews & Professional Literature .....	105:45
Read books .....	5
Book agents .....	7:15
Book preparation—Professional .....	
Classify .....	47
Catalog .....	64:15
Adapt L. C.'s .....	17:15
Revise classification and Cataloging .....	42
Revise filing in catalog and shelf list .....	18
Discard books and marking shelf list .....	4
Check indexes and Guides (Short Story, etc.) .....	7
Weed gift-books and periodicals .....	5

## Special

1. Collect and classify pamphlet material .....	4
2. Picture file .....	41:45
Total .....	304:00

## Book Procedure—Clerical

	Hours
Book orders—arrange and type .....	1:05
Book preparation .....	100:55
Unpack and check bills .....	
Accession .....	100:55
Paste .....	
Stamp .....	
Cut pages .....	
Letter .....	
Type catalog cards .....	45:55
Order L. C. cards and search for books to assign L. C.'s .....	5:45
File cards in catalog .....	13
Mend and clean books .....	66:40
Bindery—preparation for .....	15:15
Prepare magazines for circulation .....	9:10
Shelve books and put in order .....	128:00
Total .....	385:45

## II. Work With the Public—Professional

	Hours
Reference work .....	207:30
Consultation with individuals about reading interests .....	
Introducing readers to the library after registering for card .....	
Complaints .....	2:00
Story hours .....	17:00
Reading Club .....	1:00
Total .....	227:30

## Work With Public—Clerical

	Hours
Circulation of books and answering telephone for renewals, information, etc. ....	351:40

## Tasks Professional Staff Would Undertake With the Time Saved

1. Spend more time reading reviews and professional literature.
2. Examine more carefully the books which the library adds to the collection.
3. Spend more time in examining discards with replacement needs in mind, i.e. to be certain that an old title on a specific subject has not been replaced by a newer one in the field.
4. Spend more time in thinking and planning ways and means for a fuller use of the book collection, such as

Further developing the "Interest file" of registered borrowers and those residents not members and developing ideas for exhibits designed to reach new people.

Work With Public—Clerical (*continued*)

	Hours
Slipping and revising books after circulation for accuracy and mending .....	143:30
Reserve books .....	
Clip cards and telephone readers and borrow from other sources .....	43
Overdue postals, letters and bills .....	38
Non-resident postals .....	1:00
Registration records .....	21:30
Total .....	598:40

## III. Administration—Professional

	Hours
Correspondence—Read and write .....	25:15
Plan work and confer with staff individually .....	29
Staff meetings—Book reviews .....	28
Board meetings and gathering material for Board meetings .....	8:30
Other professional activities .....	70
Meetings and visits .....	
Conference with other librarians .....	
Work on Westchester Library Association .....	
Trips to book shops .....	11
Publicity—Writing .....	6
Arrange table exhibits .....	10:45
Revise typing .....	3:30
Scout tests .....	
Total .....	192:00

## Administration—Clerical

	Hours
Set up desks .....	24:15
Check magazines and distribute mail .....	14:30
Statistics .....	34
Circulation .....	
Volume count .....	
Money .....	
Schedules .....	
Arrange circulation .....	53:40
Type correspondence, lists, etc. ....	78:15
Filing .....	
Cards .....	18:30
Correspondence and book catalogs .....	10:10
Stamp cards .....	45
Clip magazines and newspapers .....	13:05
Weed out copied cards, book cards, renewal slips .....	2:30
Specials and odds and ends .....	50:05
Check supplies .....	
Wrap books for mailing .....	
Clean typewriter .....	
Check special lists .....	
Trips to village—mailing and purchasing .....	
Prepare pamphlet boxes .....	
Total .....	304:45

Spend more time in studying library procedure of a successful nature in practice in other libraries, by visiting more libraries and making regular visits to neighboring library schools there to examine new tools, new methods, etc.

Enlarge on the present work with local groups and organizations toward building a solid public relations group for the subsequent understanding of library aims.

Undertake more activities defined in our publicity outline.

Make more detailed analytics and subject cards in cataloging to render the collection more accessible.

The last suggestion was made by the cataloger. Our policy has been to use printed indexes and guides instead of making full analytics for our individual catalog. The cataloger believes this method inadequate.

# Without Benefit of Budget

*Dorcas Worsley Reid \**

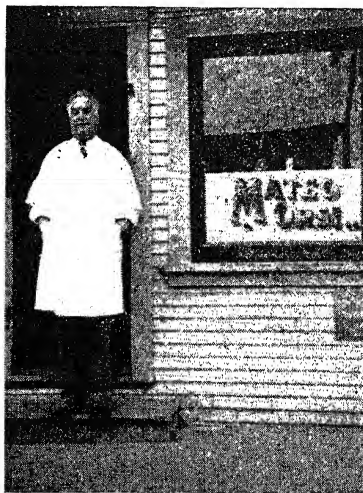
**T**he library must move at once. Mrs. Silvani has rented the room we're using. She wants to remodel it right away, so we must get out immediately. What shall I do?" When this message and query came from our custodian at the Halfmoon Bay branch library, we at county library headquarters were dismayed: how surprising of Mrs. Silvani to rent the space so long donated to the county library!

Moving the library there meant a time-devouring business, for Halfmoon Bay is on the west side of the Sierra Morena mountain range that runs north and south in our county, while headquarters is on the east side, at the county seat: a drive of twenty miles each way, most of it in the mountains. Halfmoon Bay is a town of some 1500 inhabitants, a good many of them Portuguese or Italian; it is an agricultural community, proud of its far-famed artichokes, and rural in nature because of its relatively remote location.

But move we must, and move we did: this is the story of the friendly townspeople who made the work of moving and of opening a new branch a good example of the extension of library service to rural communities where residents reveal unexpected enthusiasm and eagerness for a "real library," as one of them expressed it. Tony-An, the painter, Red, the owner-manager-cook of the combination ice-cream parlor and restaurant; Mateo, the barber; the blacksmith, the carpenter's son, and the garage mechanic; the reporter, the custodian, and Mrs. Cooper, an omnivorous reader whose civic pride was robust in spite of her 86 years: all helped, and as a result, they made the library their own, instead of something sent over from "the other side."

We cleared the first hurdle, a new (and better) location, when we rented a large room in the Marsh building, fronting on "main street" in the very center of town. Light was good; the room had just been painted: walls were ivory above, buff below, with the floor a neutral grey. It could be, we knew as we looked at bare walls and floor and staring windows, a pleasant room, inviting and cheerful. But our aim had to be achieved with the expenditure of as few dollars as possible for furniture and equipment, since the unexpected move must be made without benefit of budget. And remembering the much smaller former location, where furniture was almost non-existent, we realized we needed to exploit every resource.

\* Assistant, San Mateo County Free Library, Redwood City, Calif.



Above, Mateo, who hung the curtain  
Below, Red, who donated furniture and  
gave good advice

Bookshelves from the old branch filled but one wall of the three in the new room suitable for shelving. From inexpensive pine lumber a Portuguese carpenter and his twelve-year-old son constructed shelves for the other two walls. Since we spoke no Portuguese, and the

carpenter only broken English, we were happy to have the son serve as interpreter when sign language failed to explain what we wanted. While they hammered and sawed with distracting noise, we were busy sorting the old book stock the custodian had put into boxes, now piled high in the center of the room on the floor. Now and then if we glanced up from our work, we found the brightest pair of black eyes imaginable watching us: no doubt the things we were doing *did* look queer to a young carpenter!

Each book was checked for rebinding, mending, or "clean-up." This clean-up meant various items, sometimes one, sometimes all: new book-card, pocket, date slip, or label, relettering on cover when worn off, a coat of shellac to keep the new label on. Of course we took this opportunity to take inventory of books and equipment, and to check on the file of registered borrowers.

With bookshelves up, ready for paint, we were discussing the possibility of finding a painter in town as we ate lunch at Red's restaurant next door to the library. We soon discovered that we had chosen the right place to talk it over, for Red, it seemed, was the perfect substitute for a city directory.

"Why don't you get Tony-An?" he suggested. "He lives just across that vacant lot back of the library. He'll paint for you."

"Tony-An?" we asked, curious.

"Sure. His real name is Anton Joseph, but everybody in town calls him Tony-An."

Inquiry at Tony-An's house revealed that he was at work at a district school some ten miles from town. Anxious to open the new branch as soon as possible, we drove out to the school to see if Tony-An would paint our bookshelves at night or over the week-end. The ten miles led along sea bluffs and past white farmhouses set among fields of green peas and artichokes. The last quarter-mile of the road dwindled to a wagon track that wound crazily up a narrow canyon. On top of the canyon grade we found a little one-room schoolhouse in a grove of eucalyptus trees, and Tony-An, mixing paint. He gave his word that he'd paint for us: "I do it. If I don't finish, you come and hang me."

No hanging was necessary, however, for when we returned to the library next time, not only the shelves, but also six chairs and the custodian's table-desk were painted, all an ivory shade to match the walls. As we were finishing our clean-up and preparing new books for the shelves, we were talking over the need for a table and chairs for children. What we would have liked was far too costly.

"These benches could be cut to table length and used instead of chairs. They're just the right height, and if they were painted. . ." This suggestion came as we were placing



Youngsters throng into the new library after school

newly-shellacked books to dry on long, rough, unpainted benches we had found in the back storeroom. The benches, it developed, belonged to Red. "Sure, go ahead and use them," he said at once, when we asked him if he'd part with them. "I was just going to cut them up for firewood, anyway."

"But where, oh where can we find a table?" we asked each other, knowing the high premium on tables at headquarters. After a diligent search, we found one, just the right size, in the librarian's office! When table and four benches emerged from several coats of apple-green paint, the unit surpassed our hopes.

"Looka nice!" enthused Mateo, the barber next door on our right. "You fix up fine!" His eyes sparkled with friendly and unceasing interest in everything going on.

About this time, the reporter for the local paper came in (unsolicited!) to get the "story" of the new library. He not only wanted a story, but also Parson's *Way of a Transgressor*. We promised him both story and book, and he left with a grin and good-will.

When books were shelved (adult on one wall, juvenile opposite, and reference, magazines, and pamphlets at the back) the room was ready for pictures. After ransacking the picture collection at headquarters, we used the large Milo Winter picture of Robin Hood over the juvenile books, and some colorful posters of peasants elsewhere. A screen placed behind the custodian's desk was used to display several mounted pictures. (This display will be changed from time to time during the year.) A bright dash of color was added



Partial view of interior, showing adult books on right and corner of children's unit

when we put three pottery vases, yellow, orange, and blue, along the top of the juvenile shelves.

By this time people were coming to the door with such inquiries as: "When is the library going to open?" and "When can I get some books?" We decided at last on the next Tuesday afternoon for the "grand opening." The local paper carried a story; letters were sent inviting other branch custodians and representatives from various county organizations.

Tuesday morning we drove over with some last minute new books, and the monk's cloth curtain for the large front window. When we discovered that the wrought-iron rod on which the curtain was to hang was two feet too long, the nearest youngster was commandeered to hold the rod on the side of the car while we drove to the blacksmith, far out at the edge of town. We found the blacksmith munching an apple reflectively. He sheared off the iron rod with the "greatest of ease" and would take no pay: "Ah, that's nothing!" he said, rather scornful of such a light task, and resumed the apple-munching. Back we drove, scattering chickens at the side of the road and breaking the speed limit, no doubt, for that last-minute-rush feeling had arrived.

With a screwdriver borrowed from the garage mechanic across the street, we began screwing in the curtain-rod holders. We must have looked desperate, for

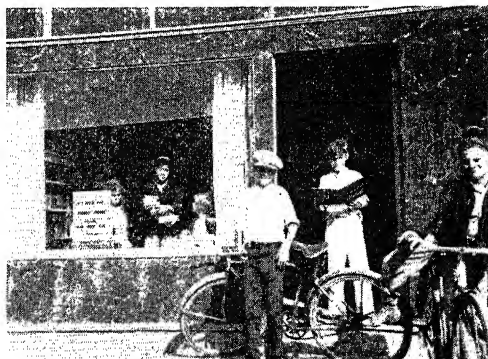
Mateo came in and calmly took charge of operations. Of course we hung the curtain wrong side out the first time. When it was finally up we all heaved that sigh of relief and admired the effect. But Mateo was disconsolate. "Too high," he said, pointing to the hem at the bottom of the curtain, which did, in fact, come above the window ledge. "You needa lower curtain three inches." But we hadn't time, and left that for a future day.

The custodian's grandson came in with a great armful of hydrangeas: just the thing for the window on opening day. Mrs. Solvetti had sent them, with good wishes.

At last we were ready, and the door was open. People dribbled in at first, then, encouraged by the presence of others, came in without hesitation. There were many ohs and ahs of approval. And when the wife, daughter, and grandson of the district supervisor came, we were overjoyed. Other custodians dropped in; members of several county-wide organizations were there. When Red inspected the premises he was so impressed he gave the library two round tables we had "borrowed for a time."

When we locked up for the day and drove home over the mountains, we thought of many things we could have done, if we'd had money. This was only a compromise, but at least it was an improvement. What a good turn Mrs. Silvani had really done the library by turning it out! Someone sighed: "I wish we were just starting, instead of finished. It hasn't seemed a task at all.

"I have a conviction," remarked someone else, "that those people are not only going to use their library more than ever, but that they are also going to be proud of it, for they did so much for it themselves."



Boys leaving the library with books about ships and sea adventures

# Mr. Berelson's Lost Cause

By Marion Satterthwaite Scandrett \*

MR. BERELSON'S brave tilting at the myth of library impartiality<sup>1</sup> brings home to the library doorstep the point made by Lancelot Hogben in his *Retreat from Reason*, that we are tolerant chiefly when we are ignorant. That is to say, if we are sure of a better thing we do not permit a worse. Hogben cites as example the domain of public hygiene. We are not impartial on the subject of tuberculosis, or in Pennsylvania of the hex, or here in Baltimore, of the kindly woman who feeds rats. When we are tolerant it may be not that we have achieved wisdom but that we lack even knowledge. Not knowing which way to jump we teeter on the fence and gravely describe the position as one of fine impartiality.

Mr. Berelson proposes that the library recognize the fact of social change and prepare to guide it. The outlook for his proposal looks grim. Few individual librarians are themselves aware of social change until it is over and graphed in a book. Even then they regard it primarily as a source of information for someone else.

Mr. Lowell Martin recently reminded us of the social nature of the library,<sup>2</sup> that as a social institution it could move only so far in advance of its milieu, or lag just so far behind. By implication, the direction depends upon the individuals who form and execute its policies.

It is so with all social institutions. However strong the organization or replete the funds, progress stems ultimately from strong personalities, keen minds. Given these, progress may leap forward with little organization and less funds, the too familiar example being the early Johns Hopkins University.

There is not too much hope for the social growth of libraries until their personnel is socially informed, not from a sense of duty (already over-developed), but from an intellectual need to know.

## Proofs of Backwardness

That librarians in general are neither socially curious nor intellectually alert seems indicated by a number of things. Among them:

(1) *Professional literature.* Librarians concede that their literature follows a cycle of

experience meetings retold at fairly predictable intervals. When not actually ungrammatical, it is repetitious, circuitous, dull. Many of our leading librarians write what Quiller-Couch calls jargon.<sup>3</sup> People write very much as they think. Minds that work clearly and directly usually express themselves so in writing, however lacking in finesse the style may be. John Dewey, Thorstein Veblen and a few others may be the exceptions that test the rule. By and large, however, people who force their minds thru the strictures of logic are equally firm in guiding their pens.

(2) *Distaste for controversy.* This is reflected by the impeccable position held by most librarians in most communities, and emphasized by the programs and conduct of library meetings the country over. It is news when a library meeting produces sparks. Yet such meetings afford repeated opportunities to give overworked librarians a chance to catch up with related events which are happening thick and fast outside the library purdah. Program committees usually content themselves with providing innocuous educators or genial authors whose audience instinctively prefers the rear seats. Such meetings are undoubtedly pleasant occasions; they seldom stimulate. There may be no set attempt to avert discussion or controversy, perhaps, but there is insufficient interest in intellectual and social problems to compel it. Discussion is meat and drink to an active mind.

(3) *Lack of interest in evolving a professional philosophy.* Library leaders, if we are to judge by their administrative records and their writings, are by choice functionaries rather than thinkers. They shy from abstractions, which seems inconsistent when a librarian's admitted job is to encourage reading, itself an exercise in symbolism. Librarians, except for a very small minority, affectionately disregarded, pride themselves on their pragmatic approach. Yet our whole structure is precariously balanced upon assumptions the strength of which no one has measured. *Who* is the general reader for whom the serious reader is so often sacrificed? What does the taxpayer want? What, specifically, is a public library supposed to do? Etc., etc. Felix Frankfurter has remarked that "one of the strange paradoxes about man is his disdain of theory as theory, and the dominance of theory in practice."<sup>4</sup> He continues by saying that

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<sup>1</sup> Berelson, Bernard. The myth of library impartiality. Wilson bulletin 13:87 October 1938.

<sup>2</sup> Martin, Lowell. American public library as a social institution. Library quarterly 7:546-63 October 1937.

<sup>3</sup> Quiller-Couch, Sir A. T. Jargon. (In his On the art of writing. Putnam, 1928. p. 100-26.)

<sup>4</sup> Frankfurter, Felix. A rigid outlook in a dynamic world. Survey Graphic 27:5-7 January 1938.

history will attest that theories can be even more stubborn than facts.<sup>5</sup> More stubborn, and therefore more difficult to deal with. A very human reason, perhaps, for our shunning them to date? Flying blind may be for the moment easier, but it is exceedingly dangerous. Pragmatic librarianship has come a long and distinguished way, but it is beginning to bog down. Oncoming librarians look quizzically at a man or woman who after a life-time of service cannot pass on to his juniors a clear statement of his objectives and the philosophy which has given them point. Devotion, like patriotism, is not enough, and the old generalities no longer convince.

(4) *Wavering faith in democracy.* Generally speaking, librarians are oligarchic, not democratic, in essence. They feel confidence in common people only when they appear individually, as suppliants before a desk. The same people, as sitdown strikers, as union members, as the unemployed, as WPA workers, even in the same building, find small place in the librarian's consciousness, and only a vague place in his sympathies. This explains the contradictory attitude toward adult and workers' education, a distinction that doesn't even exist for many of us. Librarians would honestly like to educate adults, but the adults who need it and the techniques for giving it to them, techniques which include discussion and hence entail controversy, do not fit in with the myth of library impartiality. Therefore they are passed over as "not within our scope."

### *Social Leadership*

To command leadership in a community, librarians will need to be far more socially alert than they are at present, or apparently want to be. They need not be major prophets in order to step forward. Social pioneers are themselves seldom free from prejudice or misinformation or ignorance. They *are* free from apathy, and that mental inertia which masks so decoratively under the guise of good breeding. Such pioneers have made deliberate efforts to "free themselves from the limitations of their own temperaments"<sup>6</sup> and the single small milieu into which they were born. They are academically and intuitively informed of the vast variety to be found in the world, and avoid stereotyped classifications. They possess something of the anthropologist's urbane approach to social problems. They do not betray sociological naïveté by accepting as scientific facts such matters as white supremacy or the un-American character of our alien population, etc. They seldom refer generically to the

"great unwashed." Neither do they permit themselves to sponsor subtle anti-semitism in their business or personal circles at the same time that they virtuously condemn Hitler abroad. And finally, they never choke on their white collars.

One of our favorite arguments when enticing the young into our profession is that the library is the one institution which serves all people, all classes "irregardless." This is the policy of libraries in most sections of the country, but it can be only imperfectly applied by the present personnel.

This is no reflection upon that personnel but a simple facing of the fact that people cannot become world-minded, cosmopolitan in outlook, merely by expressing the intent to be so. Any psychologist knows this. A life-time of rigorous self-criticism and self-analysis only partially frees any of us from the anti-social provincialism which fetters everyone to varying degrees.

People tend to forget this. They assume that the matter is settled when they assert that they themselves "have no prejudice whatever," though of course they must treat gently the prejudice of others. A person who has no prejudice is merely one whose prejudices are so much a part of him that he is unconscious of them, like his skin. Similarly, most people of average education are confident that they know what communism is and that they condemn it, that they know what fascism is, and that they oppose it. Things are not so simple. Communism isn't merely a succession of purges, nor fascism a political chin jutting out like a half-shut drawer. They are more complex and infinitely more subtle. Either may grow strong simply because respectable people (which indicates, of course, librarians), fail to recognize their advance agents, who may play their roles quite unconsciously not only in the ranks of the havenots, but higher up, among senators, judges, church pillars, and trustees—all of them honest men.

There is no test to measure a librarian's right to social leadership or the range of his social visibility. One may, however, rate him as an individual. And this should be fair since the quality of librarianship varies directly as the quality of the librarians as personalities. Take away a librarian's position, his building, his associates, his speeches, his offices and honors, and what have you?

Stripped of trappings there should remain an individual who is a quietly vocal member of his community—a person at home with the vocabulary of the 20th century and not bewildered at its tempo. Such a person will not be wholly popular in his town. He will command the highest personal respect but stir up a slight fear that some of his ideas sound

<sup>5</sup> Ibid.

<sup>6</sup> Millett, F. B. In my opinion. University of Chicago magazine, p. 13. October 1938.

dangerous. He is at home in the society of related specialists because he shares their objective curiosity even though he may not be versed in their lore. He is intent on learning from his betters and sharing with his peers. He does not avoid personal commitment on controversial problems because he sees them not as isolated embarrassments to be coasted around, but as significant parts of a continuous process which he has taken the trouble to study. Thus, he knows they may not be safely ignored. He knows enough history to realize with Mr. Berelson that impartiality frequently is not that at all, but choice, negatively made. Being something of a practical sociologist, he will not expect his library, handicapped as well as blessed in being a social institution, to keep pace at all times with his own long strides. But he will not use professional inertia as a blind for personal lethargy.

### *More Light, Less Heat*

To be more specific, and to take a question already disturbing library peace and likely to become more vocal: unions and the library. A librarian who is 20th century in more than years doesn't think of trade unions simply as trade unions. Their mention doesn't conjure up at once visions of strike violence, labor racketeers. He recognizes them as one strong current in the present sweep of group effort, cooperative action. He weighs their known defects with their demonstrated virtues. He will see advantages in unionism to many library workers, and he will sense incipient dangers to the profession. But he won't get excited about it, and he will be very slow to condemn. Unless he is already a student of modern group efforts he will himself read some of the books he recommends to others, especially those which deal with the experience of other professions. Knowing enough of fascism to realize that unity among all people who work for their living is the one hope of defeating it, this librarian will ponder his responsibility very carefully before he discourages on his own doorstep such concrete evidence of group co-operation.

If his library is moving along at the current tempo, he will recognize the union's approach to the library as inevitable. He will not back away by damning them as unprofessional, for that, for us, is a meaningless word. Lacking professional philosophy we can make no such distinction. This librarian will force himself, after his study, to answer three hard-boiled questions: (1) What is wrong with unions if they are incompatible with professionalism in general? (2) What is wrong with librarianship that to preserve standards it must remain aloof from one of the most compelling social

movements of the modern world? (3), Is it true, as many honest students of social problems believe, that professional and trade groups, each being workers, have enough traits in common to render their common strength essential to the democratic survival of both?

Unionism is only one of a dozen matters which no librarian can grapple with if he is only a librarian. He has first to be a student of the post-war scene.

To quote Mr. Berelson once more, himself quoting the Committee on the Social Studies of the American Historical Association—every librarian, not as such, but as an American patriot presumably in favor of democratic survival, needs to force himself if necessary, to “—a complete and frank recognition that *the old order is passing, that the new order is emerging, and that knowledge of realities and capacity to cooperate* are indispensable to the development and even the perdurance of American society...”<sup>7</sup>

Lacking that, we shall continue to muddle on conferring, consulting, debating vaguely about adult education and the library, worrying about men versus women, sighing at the perversity of other people who won't read. Librarianship might well profit if such conferences and committee meetings, and all annual reports were cancelled for a two-year period, the time and money released to be spent by the librarians involved, in reading with a purpose, the purpose being to re-educate adult librarians in 20th century, post-war, depression terms. Until then, Mr. Berelson will be leading a lost cause.

### COMPANIONATE READING

“Companionship in the area of ideas is what the modern public library must offer as its contribution to higher education,” declared Bonaro Wilkinson Overstreet speaking to more than 400 members of the New Jersey Library Association meeting in Ridgewood at their fall conference. She stressed the logical need that socialized man has for exchanging opinions and ideas as the underlying reason why people want to read what every one else is reading. “There is no need for a reader to be utterly independent and to isolate himself from enjoying best sellers,” she said, adding that public libraries are the sources from which a common body of cultural knowledge is given out to readers who, in turn, learn thereby to speak and to understand a common language.

<sup>7</sup> Italics mine.

# Education Geared to Democracy's Needs

## A SELECTED READING LIST

By Agnes Eleanore Sycour \*

THE ten most vital issues in education, according to John W. Studebaker, are (1) making education contribute to the growth of democracy; (2) adjusting American youth to modern conditions; (3) preventing war thru international understanding and goodwill; (4) cultivating Pan-American friendships; (5) encouraging the use of radio for educational purposes; (6) cooperating in the solution of the youthful criminal and juvenile delinquency problems; (7) extending and improving safety education; (8) promoting the fine arts for cultural growth along with the preparation for vocational and economic well-being; (9) placing greater emphasis on more education for the conservation of natural resources; (10) enlarging the possibilities for equal educational opportunities.

In selecting this limited list of books for the teachers' professional reading, cognizance of these issues has been taken to the extent that the books here listed, in context, altho not in the sequence as given, bear out and enlarge upon these most "crucial issues in education."

### Educational Philosophy for a Democracy

Bode, B. H. *Democracy As A Way of Life*. Macmillan 1937. \$1.25

The author defines democracy and proposes that schools provide conditions for the development of intelligence and prepare their students to meet new conditions.

Bogoslavsky, B. B. *The Ideal School*. Macmillan 1936. \$2.50

Written in a semi-fictional, informal manner this exposition of educational theory places the central emphasis upon the development of personality.

Dewey, John. *Experience and Education*. Macmillan 1938. \$1.25

An evaluation and clarification of the fundamental concepts of the traditional as well as the progressive practices of education.

Graymar, Thurra. *The School at the Crossroads*. Funk and Wagnalls 1937. \$2

Written in an informal manner the book points out the waste and error in educational practice and works out a plan for their cure.

John Dewey Society. *The Teacher and Society, First Yearbook*. Appleton-Century 1937. \$2.50

This important publication analyzes the teacher's position in society. The expressions set forth are those of leaders in education. The preparation of teachers for active participation in the larger social life is very strongly advocated.

John Dewey Society. *Educational Freedom and Democracy, Second Yearbook*. Appleton-Century 1938. \$2.50

This yearbook is devoted to the history and survey of the present status of academic freedom.

Melvin, A. G. *New Culture*. Reynal 1937. \$3.50

This well-known protagonist of progressive education presents a basic educational philosophy which he believes we must have before we can correct the weaknesses of modern education and reconstruct a sound social order.

National Education Association. *The Unique Function of Education in American Democracy*. Educational Policies Commission 1937. 50c

The concept of the social responsibilities of education as held by the Educational Policies Commission were drafted and clarified for the Commission by Charles A. Beard. As an expression of modern educational philosophy it should be familiar to all teachers.

National Education Association. *The Improvement of Education; Its Interpretation for Democracy*. Fifteenth yearbook. Department of Superintendence 1937. \$2

This volume sets forth a long-range educational program to meet the modern social problems. Public relations of schools are strongly emphasized.

Saucier, W. A. *Introduction to Modern Views of Education*. Ginn 1937. \$2.80

A stimulating book that gives the views of many modern educators together with the tenets of those who oppose them. There are lively provocative discussions of the I.Q. and other debatable matters.

### The Curriculum for Democracy's Schools

American Association of School Administrators. *Youth Education Today*. Sixteenth yearbook. National Education Association 1938. \$2

The school administrators would supplant "the classics" in the high school curriculum with definite courses that deal with marriage and home making, the occupations and the civic affairs of good citizenship.

Everett, Samuel (ed.) *Community School*. Committee on the Community School of the Society for Curriculum Study. Appleton-Century 1938. \$2.25

Nine chapters depict the actual community school programs dealing with groups such as Negroes, Indians, underprivileged mixed racial groups and the well-to-do. The final chapter analyzes the programs.

Harris, P. E. *The Curriculum and Cultural Change*. Appleton-Century 1937. \$2.75

The problem of curriculum making is no problem if teachers themselves possess the intelligence, the preparation for, and the understanding of the social scene. They may then so shape the school program that it permits of active participation of youth in the affairs of their social-cultural environment.

Hopkins, L. Thomas. *Integration, Its Meaning and Application*. Appleton-Century 1937. \$2

Integration in the curriculum is defined and evaluated from several viewpoints, and analysis of its operation in various schools is given. The book is considered a most valuable guide on the subject.

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National Education Association. *The Changing Curriculum*. Tenth yearbook Department of Supervisors and Directors. Appleton-Century 1937. \$2

This is an historical survey of the curriculum changes since 1927, with a study of the philosophy and principles involved therein, giving also a study of the most outstanding practices in several school systems. An invaluable guide in curriculum development.

National Society for the Study of Education. *International Understanding Through the Public School Curriculum*. Thirty-sixth yearbook. Public School Publishing Company 1937. \$2.50

The authors of the various articles in this symposium show, one and all, how every curriculum subject, thru all the grades, may contribute to the promotion of a sensible world view and a desire for international cooperation.

Rugg, Harold. *American Life and the School Curriculum*. Ginn 1937. \$2.60

Here is a critical survey of the main forces in American life in the past, how certain educational conditions came to be and why psychological absurdities have developed in our national life. This is followed by suggestions for the future course of education in building national culture.

Tippett, J. S. *Schools for a Growing Democracy*. Ginn, 1936. \$2

The results of the Parker School District (South Carolina) experiment, which was launched in 1927 "to make the work of the schools contribute more effectively to the development of all the possibilities in each child and to the harmonizing of school life with the demands of society," are here analyzed, showing the splendid results that have been obtained in their work.

## For Specific Courses of Study

Chenoweth, L. B.; Selkirk, T. K. *School Health Problems*. Crofts 1937. \$3

A clear and concise picture of school health problems is given, with emphasis on the school's responsibility for health.

Croxtton, W. C. *Science in the Elementary School*. McGraw-Hill 1937. \$3

The author describes science projects for the elementary grades throughout the school year.

Halter, Helen. *Society in Action*. Inor Publishing Company 1936. \$1.66

This should be an exceptionally helpful book because it gives definite units of work on community and civic activities that would foster the civic-minded attitudes of social responsibility in the students.

Horn, Ernest. *Methods of Instruction in the Social Studies*. Scribner, 1937. \$3

This is report 15 of the Commission on the Social Studies, and as such is one of the best for its practical use to the classroom teacher. It gives careful analysis of the methods and devices used in teaching the social studies.

National Council for the Social Studies. *Education Against Propaganda*. Seventh yearbook. The Author, 1937. \$2

This yearbook has been designed to aid in the development of the young citizen's skill in discerning propaganda in radio, press, and screen.

National Safety Council. *Junior Safety Council*. A handbook for the schools. Education Division 1935. 35c

Contains a large number of activity programs in safety education. Gives excellent suggestions of what may be successfully incorporated into the curriculum.

Parkins, A. E.; Whitaker, J. R. *Our Natural Resources and Their Conservation*. Wiley 1936. \$4

The editors here give a picture of conservation in its entire scope, and provide a splendid medium

of information on this important subject. It has a very definite place on teachers' book shelves for the conservation programs that schools can foster. Wells, Harrington. *Teaching of Nature Study and the Biological Sciences*. Christopher Publishing Company 1936. \$4

The program of science teaching here set forth is the result of twelve years or more of science teaching and supervision in Santa Barbara State College. Its primary aim is to integrate nature study "with ALL sciences and with ALL phases of educational development," and to present a "practical source book of materials and ideas."

## Aids and Devices

Brunstetter, M. R. *How to Use the Educational Sound Film*. University of Chicago Press 1937. \$2

Wherever the education talking picture may be used in the teaching program this book should prove itself an indispensable manual. It not only discusses the philosophy and techniques of using the talking pictures in all the phases of teaching, but it describes also the results of their extensive uses in many classroom situations.

Harrison, Margaret. *Radio in the Classroom*. Objectives, principles, and practices. Prentice 1937. \$2.50

Considering the radio as a supplementary educational tool, the author here shows how to make use of broadcast programs in classroom work. Units are given that illustrate different activities wherein the radio may be used.

Hoban, C. F. and others. *Visualizing the Curriculum*. Cordon 1937. \$3.50

All the forms of visual aids are described as well as the methodology of their uses: pictures, films, school museums, exhibits, cameras, etc.—all are considered in their most appropriate application. The book is "streamlined" in its format, highly illustrated and full of suggestions for stimulating activities.

Ingles, Mary; McCague, A. C. *Teaching the Use of Books and Libraries*. Wilson 1937. \$1.80

In his "Schools for a Growing Democracy," Tippett enumerates ten demands of the schools, all of which hinge upon the ability to use the resources of the library. This being true (and it is) a manual such as this is indispensable in any classroom.

Leigh, R. D. *Group Leadership*. Norton 1936. \$2.50

The author gives a description here of effective group procedure, of the processes and organization of clubs, committees, leagues, etc. It does away with formal parliamentarianism but suggests programs that obviate waste of time and lead through order and direction to definite decisions or results.

## For Guidance and Adjustment

Baker, H. J.; Traphagen, Virginia. *The Diagnosis and Treatment of Behavior Problem Children*. Macmillan 1935. \$2.50

Juvenile delinquency in its most acute and obvious stages is removed from the school room to be cared for by special agencies. The less acute cases, however, which are recognized as behavior problems, must be dealt with in the schools. A conscientious study of this very readable book, which in theory and practice is the outgrowth of the work done at the Psychological Clinic in the Detroit Public Schools, should provide a scientific basis for the understanding and treatment of "difficult" children.

Bingham, W. van D. *Aptitudes and Aptitude Testing*. Harper 1937. \$3

Here is a reference book for counsellors which gives directions for administering, scoring and interpreting thirty of the best known tests used in

Kirkpatrick, Edwin A. *Mental Hygiene for Effective Living*. Appleton-Century 1934. \$3

As the title indicates, the book is not only a psychiatric treatise, with a study of human quirks and foibles. It is more, for it offers wholesome suggestions for establishing and maintaining mental health. Numerous case studies are given.

Prescott, Daniel A. *Emotion and the Educative Process*. American Council on Education 1938. \$1.50

Recognizing the emotional factor in child growth and in all human affairs, a survey was begun four years ago which has culminated in the publication of this "exploratory study," designed as a suggestion of what schools may do in guiding and stabilizing the emotions in the development of individuals.

Rivlin, H. N. *Educating for Adjustment*. Appleton-Century 1936. \$2.25

The classroom applications of mental hygiene are clearly and simply presented, so that the teacher who has no psychiatric training may be "able to deal intelligently with the everyday emotional problems of his normal pupils."

Kotinsky, Ruth. *Adult Education and the Social Scene*. Appleton-Century 1933. \$2

In his foreword to this book William H. Kilpatrick points to a fact which links adult education very closely to the school: "When adults share in actual community study, their interest in their problems and in their specific enterprises will inevitably carry over to their children, and young and old can then work, appropriately, together." Miss Kotinsky shows how to "conceive the adult education movement . . . how to learn some of its many lessons for a more adequate school education."

Neuhaus, Eugen. *World of Art*. Harcourt 1936. \$3.50

The excellence of the previous edition: "Appreciation of Art" (1924), with its interpretation of art qualities and the social and economic forces influencing them, has been enhanced by many changes and much new material on modern art.

Verrill, A. H. *Foods America Gave the World*. Page 1937. \$3

Speaking of foods, we have here a fascinating story of America's foods, well correlated with the social studies—and even provides some toothsome topics for dinner conversations!

## Common Educational Interests of Youth and Maturity

Bruce, Marjory. *The Book of Craftsmen*. Dodd, Mead 1937. \$2.75

People who like to "make things" also like to know how things are made: all things, in all places and in all ages. The author has given a comprehensive and well-illustrated picture of "the development of the principal crafts evolved by mankind through the ages."

Clarke, Eric. *Music in Everyday Life*. Norton 1935. \$3

This study is an outgrowth of the interest and financial backing given by the Carnegie Corporation of New York toward making music in its many phases a part of every man's education.

Eaton, A. H. *Handicrafts of the Southern Highlands*. Russell Sage Foundation, 1937. \$3

The subtitle of the book explains the book: "... an account of the rural handicraft movement in the United States and suggestions for the wider use of handicrafts in adult education and recreation."

Furnas, C. C. and S. M. *Man, Bread and Destiny*. Reynal and Hitchcock 1937. \$3

"Man shall not live by bread alone," and vice-versa, man cannot ignore bread for purely intellectual pursuits. Foods have played an important part in man's destiny, and he must, in order to maintain good health in his future destiny, possess a sound knowledge of foods and understand how they should be adapted to his daily diet. The authors present their subject in a manner that should be interesting to all readers. Teachers especially will find in this lively treatment of a matter so fundamental to all much that may help them in their own and general school health problems.

Hogben, Lancelot. *Mathematics for the Million*. Norton 1937. \$3.75

"Mathematics" may be recreational and stimulating when one's approach to that subject is as interesting as it is in this book. It is well worth one's while—no matter how shy of the subject one may be—to include this book in the leisure reading.

Johnston, R. W. *The Country Craft Book*. Farrar and Rinehart 1937. \$2

The author's interest in crafts is for the sheer "fun of doing things."

## UNION SHELF LIST OF MEDICAL LITERATURE

THE Works Progress Administration announces that it has provided a staff of trained workers from relief rolls to set up a Union Shelf List of Medical Literature, under the sponsorship of the Boston Medical Library and other local and state institutions. Cards for 263,377 volumes in the Boston metropolitan area have already been prepared; the project is about a third completed.

The Boston union medical catalog is the latest of a series of great WPA projects of this kind, its most notable predecessors being the union catalogs in Philadelphia, Cleveland, and at the Library of Congress.

The medical and health leaders of Massachusetts consider the index so useful that they have asked the WPA for more workers. They want to enlarge the Boston catalog project to include the medical collections of Worcester County institutions as well.

In some cities the motion picture camera has been used to speed up part of the operations. This was the case in Washington, D. C. where whole library catalogs were run thru micro-photographic machines. These films must be read in a special projector. The Library of Congress now plans to transfer vital data from the films to cards for its master index.

According to latest available figures, WPA workers thruout the nation have catalogued a total of eighteen and a quarter million volumes for various libraries, and for all institutions they had indexed a total of a quarter of a billion items. At the same time, 17,000 workers were given employment on library projects, altho only a part of these worked on the indexing projects.

# A Self-Serve Plan for Rural Schools

By Lydia Margaret Barrette \*

"I COULDN'T get in last week. But all the children asked me please to try to come this Saturday. They missed having a few new books so much."

She was an attractive little country school teacher, and every Saturday last winter three or four of these bright-eyed young girls may be found in the Mason City Public Library comparing notes as to various magazines and books and asking all sorts of questions of two intelligent, public-spirited clubwomen who give their time each Saturday to help arrange for book service to rural schools of Cerro Gordo County and near-by small towns.

A determination to begin to work even though no funds were available resulted in this "Self-Serve Plan for Rural Schools." The work was outlined in October. Two months were given over to preliminary work. With the hearty approval and cooperation of the county superintendent and the backbone of hard work supplied by volunteers from the Civic Department of the Mason City Woman's Club, lists of magazines were made up and all study clubs in town solicited for children's books and a selected list of magazines. People were asked to bring their gift material to the library when possible and, where it wasn't convenient to do that, a member of the Woman's Club volunteered to fetch them. Books were sorted by the library staff and material not usable was discarded. Where books were shabby, they were mended as they came in by federal workers.

## Birth of an Experiment

The experiment, like Topsy, "just grewed." The plan was to let federal workers show the rural teachers where the books and magazines were and supply simple records for them to fill in. But unexpectedly, after a year and three months of service, the seven federal workers were all laid off. No funds. So the clubwomen came to the rescue. These volunteers are superior women: One was formerly a teacher and, understanding curriculum needs, she marks articles for geography, writing subject plainly on the outside of the magazines. Another of the women, having a real art interest, began to take out art pictures, for posters, from some of the magazines not otherwise suitable for rural school work. These pictures have been very popular with the teachers.

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Demand at Thanksgiving time and Christmas for holiday material caused the committee to go carefully thru November and December magazines for poems and stories and articles on the holidays, and Washington's birthday and Lincoln's birthday material has been hunted out of February periodicals.

The collection of books is small, containing 310 volumes, so that each teacher is allowed only three books at a time. They are better books than you might think possible to get in a drive for discarded or outgrown children's literature. The work of assembling material was all done quietly thru clubs without any newspaper publicity, to avoid even the appearance of city folks patronizing country folks. Simple records, that were devised and mimeographed so that the country teachers could charge their own books and magazines, read:

### LIBRARY EXTENSION

*Self Service Gift Material to be  
returned at your convenience*

NAME OF TEACHER .....

ADDRESS .....

MAGAZINES BORROWED .....

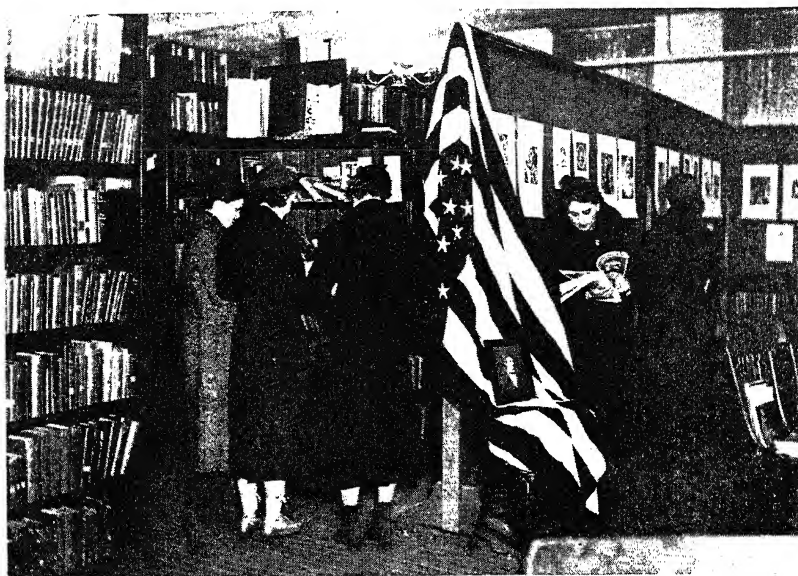
BOOKS BORROWED .....

The county superintendent notified her teachers that the self-serve books and magazines would be ready for circulation without any cost to them, with no time limit on material (i.e. material could be borrowed and returned at the convenience of the teachers), and the work began November 20, 1937.

Space is at a premium in the Mason City Public Library but one five-shelf book case was found to house the books, and the club women brought folding tables from home and arranged their magazines on these tables and on chairs which had to be impressed into service. Rough grouping of magazines was made. Those for youngest children were on one table, older general magazines on another, scientific magazines on a third, and so on. The tables are kept neat and attractive.

## The Magazines

Because there have been so many good magazines, that circulation has been even more interesting than the books and these are the magazines that have been used and that the teachers discuss with each other and with the club women: *Popular Mechanics*, *Popular Science*, *Story Parade*, *National Geographic*, *Boys' Life*, *Open Road for Boys*, *American Girl*, *St. Nicholas*, *Children's Activities*, *Child Life*, *My Little Playmate*, *Junior Home*,



Rural teachers on Lincoln's birthday, selecting books and looking at exhibit of children's illustrators

*Young Citizen, Nature Magazine, Field and Stream, Natural History, Sports Afield, Reader's Digest, and Hygeia.*

Current topic magazines such as *Time* and *Newsweek* and the more popular general magazines that come in, though they were not solicited, are given away instead of being circulated. There is a section of gift material and teachers are told they may take from these chairs and need not bring back the magazines, but may in turn send them into the homes by the children for their mothers and fathers. Sometimes the committee takes the trouble to assemble all the numbers of a magazine that contain a continued story and tie these up with a string.

The Woman's Auxiliary to the Cerro Gordo Medical Society, when they learned of the work, subscribed for four copies of *Hygeia* to be sent to the library for rural work. This, of course, is a boon to the county nurse who sometimes takes copies of these magazines to schools when she goes on her visiting trips; the teacher loans these periodicals in the community.

The readers' advisory service, which the volunteer workers among the club women have been able to furnish, is the feature that has made the work much more of a success than it was in its inception as merely a self-serve plan; for these young rural teachers need and appreciate help.

It has resulted in concrete evidences of growth toward better rural book service. Thirty-five of the one hundred rural schools now have small contracts with the Mason City Public Library for book service, in addition to what the teachers can get from the self-serve counter. This is three times as many contracts as we have had before. They are very small contracts, mostly three to five dollars, the former allowing a teacher to borrow six books at a time; the latter, ten books.

It is hoped that this pioneer work will lead to better distribution of books and magazines in rural areas in the future. The rural mail trucks could carry neat packets of books to country schools if the small cost could be financed, and of course in time a real librarian will go out to these schools and the work that the club women are now doing will blossom out.

Where libraries can secure the help of club-women with a love for books, and where rural work needs to be inaugurated and funds are not available for the work, some sort of a self-serve counter may be the answer to the call for more real education among young people on the farms. Or, if not the answer, at least the herald of a day when library privileges will be more nearly equalized and all the people of our country will have access to good books and magazines to help build for a better democracy, to give color and light to the homes of America.

# Socializing a High School Library

By Alan G. Skelton \*

IT is my belief that the most successful high school library is the one which is the scholastic center of the school life in practice as well as in theory. To build a library that occupies this position, student participation in numerous activities is essential. In other words, the library belongs to the students, and they must always feel that they are welcome there.

Experimental work which was carried out along these lines at Robstown, Tex., High School last year (enrollment between 350 and 400) proved gratifying. The outcome of the year's program gives every indication that the library will fill the position desired.

At the beginning of 1936-37, the library was inadequate for the needs of the high school and so offered a challenge. Of course, a so-called library existed, but not really a library. In fact, the high school was not accredited at the time by the Southern Association because of its poor library facilities. It was indeed surprising the amount of interest shown by students when they were informed that they were to have a library and could help develop it. Volunteers were available from the beginning, willing to do everything asked of them.

The organization of a library club gave added incentive to the building of a library for the students. Membership was not limited to the assistants who worked regular schedules in the library. Boys in the club outnumbered girls by seven while about the same number of boys and girls worked in the library. The age range of the student assistants was between 13 and 19. Boys and girls did about the same grade of work. There were only about 20 places for assistants in the library because of lack of space. The weekly meetings of the club were well attended and interesting in themselves, dealing with historical and literary subjects as well as library matters. Faculty members were obliging in giving their time to help with meetings. (Here it is desirable to mention this point: development of reading interests and faculty cooperation was not forgotten, the club work and daily school contacts helped develop these points, but what I want to tell about are some of the activities in which the students took part while creating the library.) The aim of the club, as adopted by the students, was to have the most effective high school library in South Texas.

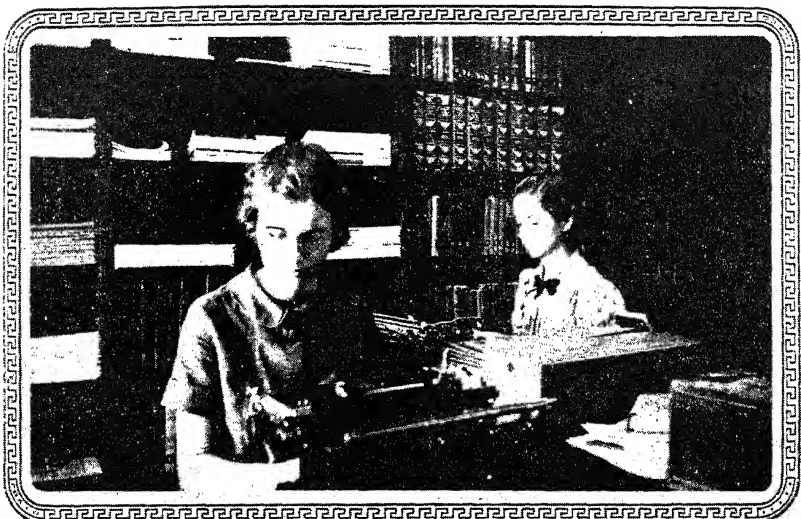
First, I want to take up the daily activities of the members who worked as assistants in the library. During each period in the day, there were two or more assistants on hand to help. Each helper had a certain number of stacks and periodical files to check and keep in order each day, besides the regular routine of checking books out and in and stacking. An instruction sheet was posted each morning (on mimeograph form) listing any special duties particular assistants were to perform. After the students had mastered these everyday duties, they were ready and anxious to assume additional duties in order to help build an accredited high school library.

Several of the assistants wanted to help with the cataloging when I started it. They were given special training and practice for several days in typing cards from rough forms. Three (one boy and two girls) were finally permitted to type catalog cards. They made all cards from the rough cards that I prepared. Each card was checked for accuracy before being accepted for the card catalog. One girl became so expert at making catalog cards that she could average between 30 and 50 each period she worked in the library. It is interesting to point out that these students knew what a main entry is, why and how to put tracings on cards, capital rules, etc. They took pride in the fact that they were doing technical work.

In addition to those helping with preparation of catalog cards, other assistants checked in new periodicals, made delinquent records, instructed other students in the use of the *Readers' Guide*, dictionaries, encyclopedias, and other library aids. Some assistants did special typing and routine secretarial work for the library. At the end of each day's work every assistant was graded on a ten-point efficiency basis. Assistants were always willing to substitute whenever needed at other than their regularly assigned periods. Members of the club not assigned to the library as assistants also substituted in the library when they were needed on special occasions. At the end of the school year 57 students asked to work in the library as assistants during the coming year—all the assistants who were to be back in school were among those. (The number of assistants in 1937-38 that can be taken care of easily in the library is not more than 22.)

Having students who take a part in library activities because they want to and because

\* Librarian, Robstown, Tex., High School.



LIBRARY CLUB MEMBERS TYPING CATALOG CARDS

they feel that the library is theirs, enabled me to accomplish a greater amount of constructive work. They not only help relieve me of needless routine, but forced me to work harder to keep up with them. One example of this was in the fact that after cataloging was actually begun it was necessary to work most nights and on Saturdays cataloging and revising cards to stay ahead of the typists. Assistants often came to type cards on Saturdays. These activities can be used to develop other phases of the library now that the library is cataloged and accredited.

Our library activities were not ended with work in the library and library club meetings. Some of the major projects and activities can be mentioned here. Members took six excursions during the school year. We visited three high school libraries, one junior high school library, and one college library in surrounding towns. Each was inspected thoroughly and questions were asked concerning cataloging, classification, circulation system, etc. Some of the questions raised were worthy of a trained librarian. After each excursion we compared the library visited with ours. If better methods were found in a library we tried to incorporate them into our library. Most of the excursions were made on Saturday.

The excursion that stood out from the other five in accomplishment on the part of the students was one that took us to Alice, the county seat of Jim Wells County, the next

county to the west. Here eight members and I organized and prepared for circulation the county rural school library. The County Superintendent had asked our help with the work. Students under my supervision accessioned books, typed cards, shellacked books, and did other jobs in the preparation of books. This was all done on the collection by working 8 hours one Saturday.

Other successful projects included assembly programs acquainting the student body with the usefulness of the library, sponsorship of a book drive, sponsorship of basketball games for funds for the library, making book marks for use by students, and keeping the library open on Saturdays. A regular system of publicity was not overlooked. A scrap book detailing the year's accomplishments was kept.

The aim of the entire year's work from the standpoint of the librarian was to place the library in the everyday life of the student, to give him something that would benefit him, to help him master simple library technique so that in case he ever needed further library knowledge either as a student or worker, he would not be handicapped. Always the idea was to get away from the old guard-house type of library with its warnings of silence, declaration of heavy fines, etc. The theme was to humanize the library as much as possible. I believe we started well on this last year—it will be interesting to note further results in the year ahead.

# Map-Reading Our Library Books

By Richard James Hurley \*

THE next time you stop at a garage or filling station pick up a handful, or better yet, an armful of road maps. This will not indicate that you are going off to strange places to "loaf and invite your soul" but that you are seeking one of the most valuable sources of library publicity existing. Here at our door-step lie some of the best media for bringing books and readers together, and if we have read Conway's "Acres of Diamonds" we will not grasp for what lies beyond.

## Mapping Historical Novels

We placed prominently in our library a gaudy map of New England with a bit of Canada along the top and a slice of New York to the west. We needed these great open spaces to advertise a group of historical novels that we wished to push into faster circulation among our senior high students. With India ink we printed the title, location and date of each book on large red-bordered Dennison labels. Beyond Albany in the Mohawk Valley at the western edge of our map we pasted the label "Mohawk Valley—DRUMS ALONG THE MOHAWK—1776." The black letters and numerals balanced in three lines with plenty of white space immediately focused attention on that spot. North in the Lake George section we located the *Last of the Mohicans* and beyond that at Lake Champlain, *Rabble in Arms*. Up the St. Lawrence at Quebec lay *Shadows on the Rock* and beyond this, the country of *Marie Chapdelaine*. In Maine we placed *Kennebec* and *Arundel*; in New Hampshire lay *Northwest Passage* in spite of its broad canvas, and in Massachusetts, *Paradise*; at Deerfield, *The Cold Journey*. Near the New York State border was placed the label for *Cardigan*. The book jackets, usually more appealing and colorful than any cover, we placed on old books in order to allow our copies to circulate and connected the labels with their respective jackets by red tape in fan-wise manner. In the lower right-hand corner of the map we had a short sketch of Kenneth Roberts with special emphasis on his research in writing *Northwest Passage*. Near the center of the map we placed a set of descriptions of each book in free verse—a feature which some youngsters duplicated in their own book road maps. These bits of description were continually being examined while the display was up.

Aviation enthusiasts acquired a map of the world and traced the stories of *Night Flight*, *North to the Orient*, *The Last Flight*, *Test Pilot*, *We*, and many others, including Amelia Earhart's last flight. The boy whose hobby is stamps and who had the National Park series found his map useful in linking together the travel books he had read. Indian tribes and stories written about Indians offered a new perspective for another student. The rivers of America and the historical lore identified with them was the idea of an imaginative boy. A six-footer nicely mapped the highlights in the world of sports. Gold and treasure took one boy to all parts of the globe and into every pirate and salvage book available. Railroads fascinated still another youngster. In fact the application of these maps is limited only by the ingenuity and resources of the library; and the good nature of the local garage man.

## Something Alive

We have had highly illustrative and ornamented book maps in the past—and on our library walls hang several. But students consider them as decorations and not something alive and vital. Also there is something about the maps in a geography text or atlas that is beyond the experiences of everyday life. But a road map is something most familiar. Youngsters beyond the fifth grade are acquainted with them—if no more than to locate the road passing their house. And highways leading off to enchanting places—parks, cities, mountains—any red-blooded child will respond to this appeal.

On the other hand, books often tend to be placed in the "far away and long ago" as something remote from experience and everyday living. Yet the location of these books and even the characters forming them may be but a few miles away or the students may pass the spots in traveling without being aware or remembering the fact. But when books are located on road maps there is actuality and reality given them, a peculiar significance that makes each book an individual element, not just another section of board and paper on library shelves.

Personally, we don't know of any better fun, particularly on days when we must travel indoors, than to get beyond the horizon by means of book road maps.

\* Librarian, Roslyn School, Roslyn Heights, Long Island, N. Y. In the preparation of this article the author was assisted by Mary K. Dempsey of New York City.

# Mary Wright Plummer

By Barbara Holbrook \*

[Editor's Note: At the suggestion of the Section for Library Work with Children, of the American Library Association, we are publishing a series of "profiles" of pioneers in librarianship for young people. This sketch is the second of the series, the first having presented Anne Carroll Moore.—S.J.K.]

IN 1897 there was read before the Friends Library Association of Philadelphia a paper which contained principles of library work with children that have come down thru the years and are taught in many of the college library schools today. So far-sighted are these words one is amazed to realize the vision and intellect of the woman who spoke them.

"I see only one way in which we can be enabled to estimate fairly the value of what we are doing, and that is by so gaining the good will and confidence of the children as to get them to answer our questions as to their reading or to tell us of their own accord what they get from it. From this information we may make our inferences as to the value of our books in themselves and may be enabled to regulate their use. . . . In short, the judicious regulation of the children's reading should be made practicable for the librarian if the children's library is to be the important agency in education which it may be made."

## *Of a Race of Pioneers*

Miss Plummer was born in Richmond, Indiana on March 8, 1856 the daughter of a Chicago merchant. "She came of a race of pioneers," wrote an associate after her death, "men and women who dared to think and went into the West where they could think and act. From these adventurers she inherited her courage and independence. They were members of the Society of Friends and like them she recognized no authority 'but the inner light.' She lived up to her own standards with uncompromising sturdiness which was a contrast to her exquisite graciousness and charm."<sup>1</sup> She spent two years at Wellesley College as a special student and was graduated in 1888 from the first class of the first library school, Columbia College.

The same year Miss Plummer went to St. Louis to become a cataloger in the public library. But two years later she returned to the East to assist in the direction of the Pratt Institute Free Library and to organize a class for the training of librarians. In 1895 she was made Director of the Pratt Institute Free Library and of the library school she had

created. That this was the first library in the country to have a children's room included in the architectural plans is indicative of her progressiveness.

Seven years later she left Pratt to become the principal of the newly organized library school of the New York Public Library, where she remained until her too early death in 1916.

## *2d Woman President of A.L.A.*

Before she died, she was to have one last honor, that of being the second woman president of the American Library Association. The program for the 1916 Conference at Asbury Park, N.J., was her last great gift to American librarianship. Months before her death, the plans for the conference had been made and the speakers invited to address the members of the Association were representative of every phase of library work.

Mary Wright Plummer was a woman of great vision and accomplishment; one does not need to have known her to appreciate that fact. One needs only to read some of the papers that she wrote. She was a linguist, having at least four languages at her command and "so lightly did she carry her scholarship that few suspected her learning." R. R. Bowker, former editor of the *Library Journal*, said of her: "She was a great woman, a great friend and a great librarian."

Long ago Miss Plummer made an observation that has withstood the years and in these present crowded and hectic days it would be well to remember it. For it seems to be as true now as it was then:

"Occasionally the librarian who serves children will have to take account of stock, sum up the changes for better or for worse in the use and treatment of the room, in the manners and habits of the children and their reading. She will have to retire a little from her work, take a bird's-eye view of it, and decide if on the whole progress is making toward her ideal. Without identifying itself with any of the movements such as the kindergarten, child-study, and social settlement, without losing control of itself and resigning itself to any outside guidance, the children's library should still absorb what is to its purpose in the work of all these agencies. 'This one thing I do,' the librarian may have to keep reminding herself, to keep from being drawn off into other issues, but by standing a little apart she may see what is to her advantage without being sucked in by the draft as some enthusiastic movement sweeps by. Must she have no enthusiasm? Yes indeed; but is it not a better enthusiasm which enables one to work on steadily for years with undiminished courage than the kind that exhausts itself in the great vivacity of its first feeling and effort?"

\* Extension Librarian, Greenwich, Conn., Library; member, Publicity Committee, Section for Library Work with Children.

<sup>1</sup> Barrett, Mrs. Caroline W. *Library Journal*, November 1916.





# The Roving Eye



[Statements of The Roving Eye express the views of the writer and not necessarily those of The H. W. Wilson Company.]

## Two Men on Happiness

A FRIEND quoted to me in conversation the other day a mordant epigram that he attributed to Ambrose Bierce:

"Happiness is the art of being well deceived."

Disputing the attribution, for I recalled having underlined the sentence some time ago in the books of Swift, I took down from my shelves *The Devil's Dictionary* to find with what cynic observation "bitter Bierce" had disposed of the subject. His definition reads:

"HAPPINESS, *n.* An agreeable sensation arising from contemplating the misery of another."

There is, I think, as great a difference in the quality of those two statements as there is in the stature of the writers. Swift's epigram is filled with understanding and touched, I suspect, though he would have denied it, with compassion; it has the grandeur of a great generality. Bierce's witticism seems to me flippant, false, and more than faintly nasty. I doubt that it can be said to have any wide application, as an epitome of the meaning of happiness, even in the circle of Hitler's friends.

It may be that my estimation of humanity is too high. I have never, for example, placed much credence in those learned theories of humor that are based on the premise that we experience an explosion of satisfaction, a deep psychological release, in witnessing the discomfiture of our fellows.

## The Secret Languages

Among the books that I have recently acquired is one called *The Secret Languages of Ireland*, published by the Cambridge University Press. My reason for purchasing the volume is obscure, except that I am something of an easy mark for any book with a "secret" in it. Or any book with facts; it doesn't matter much what about. A bookshop that I frequent has had on its shelves for some time a second-hand copy of *The Diseases of the Banana*. Every time I see that book I am sorely tempted to buy it, though I hate bananas. So far I have been able to resist the temptation, but I am fairly certain that if the volume were titled *The Secret Diseases of the Banana*, I should have bought it long ago.

To return to the initial subject of this note, I am sorry that I have been unable to devote much time to the study of the secret languages. To date I have mastered only one sentence, from the dialect called Béarlagaíir Na Sáer, the "Vernacular of the Masons." This is how it goes:

"*Is gosamhuil do bhille lé bille méanla ná le reac bhfearbhuihge bhíoch ag cáineadh chio-bhuir.*"

It means, in the studious amenities of life among the Irish masons, "Your mouth is like the mouth of a sow, or like an ugly dog eating dung."

Thinking it over, perhaps I'd better learn another sentence out of those teeth-cracking Gaelic jargons, because it may be a long time before I'll have an opportunity to make good social use of this first one.

## Required Reading?

If I have any reputation with some of you for sanity and sobriety in my literary taste, I shall probably lose it irrevocably by listing fifteen or twenty other titles from my shelf of recent accessions. (I ought to say, perhaps, in explanation of some curious conjunctions, that I make a point of reading what I *don't* believe in as well as what I do.) Here, at any rate, without inclusive recommendation, is a short row of my new titles, some of them duplicates of books that I have in other editions:

Ptolemy's Tetrabiblos  
Everyday Science. A. W. Haslett  
The Poet's Tongue. W. H. Auden and John Gattett  
The Story of Sail. J. S. Laird Clowes  
Lenin. Ralph Fox  
Negro Types  
Hydriotaphia. Sir Thomas Browne  
Maxims of State. The Marquess of Halifax  
One-Volume Nature Encyclopedia. Clyde Fisher  
New Writing. John Lehmann  
The Sexual Life of Savages. B. Malinowski  
A Political and Cultural History of Modern Europe. Carlton J. H. Hayes  
The Elements of Euclid  
The Anabasis. St.-Perse  
Charles Lamb and His Contemporaries. E. Blunden  
Biology. Fitzpatrick and Horton  
Bastard Death. Michael Fraenkel  
The Principles of Human Knowledge. George Berkeley  
The Basic Writings of Sigmund Freud  
The Chinese Written Character as a Medium for Poetry. Ernest Fenollosa  
The Anatomy of Revolution. Crane Brinton  
Dictionary and Manual of Fireworks. George Wein-

## Pharaoh's Serpents Eggs

Now why, you may ask, should anyone without a professional interest in pyrotechnics want to read *A Dictionary and Manual of Fireworks*? For the same reason that he wants to know Jimmy Foxx's batting average for last year; or maybe for a better reason. Knowledge is for use, and the more unrelated facts a mind has at its disposal the greater is the effort it will make to relate them and the more it will strain to cover a sufficiently large area of experience to include those far-flung particles of information. I do not regret the money spent on the *Manual* or the time spent with it. Now I know, and I am really pleased to know, that "the amusing whistling fireworks" owe their existence to the peculiar property of potassium picrate to whistle while burning; that Carnival Parade Torches must meet exacting requirements—be of deep color, give maximum illumination, burn slowly and cleanly, be moderate in cost, and give off little smoke; that sulphocyanide of mercury, in pellet-form, has the remarkable property of swelling 25 to 50 times its original size when lighted, producing a long snake-like ash known to the trade, which seems a little weak on orthography, as "Pharaohs Serpents Eggs."

If I never use that information again—and I probably shall, as image or as fact—it has at least served me to fill a paragraph in *The Roving Eye*!

## The Wrong Way

Considerable publicity has recently been given to the action of the Board of a small library in New York state in banning Anne Morrow Lindbergh's *Listen! the Wind* because the Board disapproves of the hugger-mugger overseas antics of the Colonel, who is no longer America's Number 1 hero.

I hold no brief for the Colonel and for the albatross-medal round his neck, but it seems to me extremely wrong-headed to throw out his wife's books (which are excellent of their kind) from any public library, or for that matter to throw out his own, because we don't like his supposed political bias. We might as well reject a man's writings because his grandfather voted for Bryan. Tolerance and level-headedness are virtues that public libraries cannot afford to disown or parody. Let's try to be sensible, even in a mad world.

## And the Right

From the Brooklyn Public Library, in contrast, comes word that the Jewish residents of the city are so anxious to read Hitler's virulently anti-Semitic *My Battle* that last year the library had to add fourteen copies to its original forty-two and that it is now preparing

to order more. Nearly every branch reports a long reserve-list for the book.

In complimenting these readers on "their intelligent open-mindedness," Dr. Milton J. Ferguson, Chief Librarian, makes the sound comment that "their eagerness to know about [Hitler's] personality and political philosophy and strategy from the source that most completely reveals them is a demonstration of practical democracy. As a library serving the public we are naturally glad to respond to such a healthy stimulus."

For the whole year *My Battle* ranked twentieth in circulation among the Brooklyn library's general titles, but the demand has been increasing at such a rate that by December it had climbed to fifth place. It is the oldest publication on the library's popular-book list. Our own nation-wide survey of "Current Library Favorites" shows *My Battle* to be the fifth most popular non-fiction book in the country this month. The cut and bowdlerized English version now available is soon to be superseded by two translations of the complete text, announced for immediate publication by different publishers.

In explaining why his library has no hesitation in circulating books like *Mein Kampf*, as well as many other works both favorable and unfavorable to the Nazi movement, Dr. Ferguson says, "The one principle above all others that guides this library in book selection is that both sides in every controversial issue shall have a hearing. We don't force our opinions on our borrowers: we present them with the complete picture and leave them the privilege of forming their own opinions."

This is in line with the policies enunciated in the Des Moines Public Library's "Bill of Rights," on which I commented last month.

## The Worm Turns

One of England's leading bookmen recently deplored the implications of an advertisement in the public press that made this curious appeal to parents:

"You don't want your boy to be a book-worm, you want him to be a healthy, normal boy."

The organ of the British book trade, *The Bookseller*, points to an even more horrible example, in the form of a cartoon-advertisement, a series of five drawings of the type we are all familiar with in our own newspapers and popular magazines.

Bearing the alliterative legend, "The Case of the Beautiful Bookworm," the first of the pictures depicts a girl sprawling on the floor reading a book. Doris—for that is her name—is a bright young thing, but unhappy as can be

(Continued on last page)

# CURRENT REFERENCE BOOKS



Edited by

LOUIS SHORES



FEBRUARY 1939

REVIEWS 11-16

*Knowledge is of two kinds. We know a subject ourselves, or we know where we can find it.*—

Samuel Johnson



A monthly review of non-subscription publications.

The judgments expressed are independent of The Wilson Company. Communications should be addressed,

Louis Shores, Peabody Library School, Nashville, Tenn.

## Minneapolis' "Home Reference Shelf"

BECAUSE the purpose is exemplary, the selection excellent, and the arrangement practical I want to commend in this department the four budgeted lists compiled by Genevieve MacDonald of the Reference Department, Public Library, Minneapolis. There are several titles like Rand McNally *World atlas*, *New century*, *Oxford companion*, which I, like Miss MacDonald have defended against the claims of older standards. I don't believe, however, that Encyclopaedia Britannica, Inc., will appreciate the name Sears, Roebuck in the imprint for that famous encyclopedia! The four titles selected for purchase with the home's first ten dollars are *Webster's collegiate*, *World almanac*, *World atlas*, and *Modern encyclopedia*. The succeeding three lists are for about twenty-five, fifty, one hundred and two hundred dollars.

## Notes

Columbia University Press has just released a 40,000 word supplement to the Columbia encyclopedia covering events from the publication of the Encyclopedia to March 31, 1938. The supplement is pasted in the back of the Encyclopedia. . . Writing of Columbia University Press reminds me that I want to urge reference librarians once more to read that publisher's processed periodical, "Pleasures of Publishing." It is consistently the most readable, stimulating, and related publisher's announcement issued. . . The *Catholic magazine index*, published by Walter Romig, 14 National Bank Building, Detroit, is in its third volume. The first volume covered the period July to December 1937 and indexed 29 Catholic periodicals. The cost of this service is \$1.25 per volume. . . Eugene P. Willging of the University of Scranton, whose pamphlet work was recently reviewed announces a new

periodical to be known as *Pamphlet notes* which will serve as a monthly supplement to the *Index to American Catholic pamphlets*. The annual subscription price which includes a cumulated supplement is one dollar. . . Please refer to number of Fugitive when writing about it. Recently a card from the Pacific coast read, "You will find the quotation in your Fugitives. . ." Which quotation? There have been ten so far.

## 11. Recorded Music

MUSIC ON RECORDS. By B. H. Haggin. N.Y. Oxford University Press, 1938. 164p. \$1.25

*Scope:* "There is the reader who knows what music interests him and wants to know only what is the best available recording of it; there is also the reader who may be just beginning to explore the literature of music. . . I have written this for both readers. . ." (Preface)

*Arranged:* Loosely by composers, with index.

Recorded "serious" music has become increasingly a reference topic since the perfection of electrical recording revolutionized the phonograph industry about a dozen years ago. No one needs today to be told of the transition from the old, feeble acoustical recordings to the superb modern electrical reproductions of complete musical masterpieces, from symphony to opera, by the world's finest artists and musical organizations, in albums and sets priced from a few dollars to \$40 or \$50. But the literature of modern recording has been surprisingly slow to develop. For many years the only sources of information were the catalogs of the various record manufacturing companies. Then in 1936 appeared the invaluable *Gramophone Shop encyclopedia of recorded music* (ed. by R. D. Darrell, N.Y. Gramophone Shop, Inc., 18 E. 48th St. \$3.50), listing in one alphabet the recordings of all companies the world over; a sort of *United States catalog* of records. Valuable as this work was, it still left unanswered for the

## CONTEST

What were the ten most important new titles for reference work published during 1938?

A 1939 reference book will be awarded to the librarian who submits the best ranked list of ten.

Rules of the contest:

1. List in rank order the ten new titles published during 1938 that you consider most important for general reference work. Continuations begun prior to 1938 are not eligible but major revisions of standard works are.

2. Give full bibliographic information for each.

3. Give your name, address, and position.

4. Mail to this department so that it reaches the editor by midnight April 20, 1939.

5. A new 1939 reference book will be awarded to the contestant whose list is judged most satisfactory.

6. Another new 1939 reference book will be awarded to the student enrolled in an approved library school whose list is judged most satisfactory.

record buyer the questions: "Which recording offers the finest musical interpretation of the work in which I am interested? Which recording offers the best mechanical reproduction?" Now B. H. Haggin, musicologist and reviewer of recorded music for the *Nation*, has prepared a book to answer these questions.

With such a need and such an opportunity, it is a disappointment to report that Mr. Haggin's book is another of those excellent ideas that suffer from faulty execution. The most serious single defect of the book is its almost total lack of arrangement. Where a concise dictionary treatment was obviously indicated, Mr. Haggin has chosen instead to write a rambling essay, proceeding from Beethoven backwards (chronologically) to Mozart, Haydn, and Bach and thence, without any perceptible pattern, down to the present. To locate even so elementary a composition as Mendelssohn's *Italian* symphony, the user is forced to consult the index—in a book which should be its own index! To make matters worse, the typographical arrangement of the index is emphatically *not* designed for quick and easy reference. Returning to the body of the book: there are no chapter divisions or sub-headings, only informal running-heads at the tops of the pages; some composers are treated so perfunctorily that their names do not even appear in the running heads. Within the sections devoted to specific composers there is similar lack of arrangement: to survey the recordings of the nine symphonies of Beethoven (to make the most obvious test) the reader must refer to pages 18, 14, 15, and 11—after first consulting the index. Similarly, Debussy's songs are removed from his

instrumental (and choral!) works by some 28 pages of intervening text. These examples could be multiplied endlessly if space permitted. It is also to be regretted that Mr. Haggin chose to use the book as a sounding board for his often controversial views on music in general. No one will question his right to his opinions, but they add nothing to a book of this sort and will only serve to annoy music lovers of more catholic, if possibly less discriminating, tastes; and for the novice they are too highly specialized to be useful. This tendency to inject personal bias is most serious when the author allows it to influence the plan and scope of the book, to its detriment as a presumably objective work. Is it fair, for example, to dismiss Ravel with five lines and a statement that his work is "slick trash"? The present writer happens to concur personally with this estimate—but innumerable sincere admirers of Ravel's music will be justifiably irritated and disappointed by such high-handed treatment of a composer of undoubted contemporary standing. It is perhaps too much to ask that so small a book should cover the entire field of recorded music. But is it too much to expect unprejudiced treatment and a usable arrangement of the material presented?

Despite these serious limitations, there is valuable material in *Music on records*—valuable chiefly because it can be found nowhere else at the present time. For this reason larger libraries will need the book. Smaller libraries can afford to await the publication of a more comprehensive, less hastily prepared, and less biased work. Is it too much to hope that the Gramophone Shop has such a book in mind?

In conclusion let it be said that this is no theoretical or academic review. The present writer, a confessed record enthusiast, *bought* Mr. Haggin's book, with high hopes, for personal use. This review reflects his disappointment as an actual user of the book.

—Review contributed by H. H.

## 12. Current Biography

NATIONAL CYCLOPEDIA OF AMERICAN BIOGRAPHY being the history of the United States as illustrated in the lives of the founders, builders, and defenders of the republic, and of the men and women who are doing the work and molding the thought of the present time: current volume E 1937-38. N.Y. James T. White & Company, 1938. 532p. plus 31p. \$15

Scope: 900 biographies of notable living Americans.

Arranged: In no special order apparently, but with a good author and subject index.

The complexity of this great reference work's arrangement does a grave injustice to

the magnificence of its conception and the comprehensiveness of its scope. For in its 31 volumes are to be found not only the greatest number of American biographical sketches but in addition an amazing series of histories of American industry, art, institutions, movements, as related to the lives of the individuals who made this country. Just as a matter of comparison, there are more than twice as many biographies in this work as in the great *Dictionary of American Biography*.

Yet what happens? Librarians build up a defense mechanism against the work. Or at least they use it reluctantly. All because too many have a vague notion of the relationship among the various parts in the series, and because the biographies are not arranged alphabetically.

Let us look at the set as it stands today: v. 1-26 contains biographies of the deceased v. A-E contain biographies of living notables and there are in addition an index volume and a conspectus reviewed in the April issue of this department (1938, no. 28).

Volume E, in review now, replaces Volume B under the new plan, explained as follows: "When the contents of any Current Volume become obsolete the biographies of those who have retained their positions in current affairs will be brought up to date and republished in a new Current Volume together with previously unpublished biographies of subjects who have meanwhile come into prominence. As in the past, the biographies of deceased subject are to be republished in final form, in the permanent series of the *Cyclopedia*. The present expectation is that by publishing a volume of the Current Series each alternate year, a four volume series of contemporary biography can be maintained."

Approximately, what the publishers are trying to do is comparable to the Wilson plan for the *U.S. catalog*. Unfortunately the full possibilities of the "service basis" have not been tried. It may be impracticable, but to this reviewer it appears that the James T. White Company has an excellent and continuous biographical service to offer to libraries; that what is needed is a service and cumulation plan which will enable both small and large libraries to avail themselves of the material economically and punctually. A semi-annual cumulation issued in less expensive format, and a comprehensive and selective foundation set for large and small libraries respectively would do much to extend the usefulness of this great work.

The latest current volume includes a great many significant names and not a few less significant men of the moment. First in the series of sketches comes John D. Rockefeller and a rather full account of the capitalist's philanthropies, Radio City, and Williamsburg.

Other industrialists include Henry Ford and Alfred P. Sloan. Then at random there are educators James Rowland Angell and Nicholas Murray Butler; writers Kenneth Roberts, Sinclair Lewis, and Dorothy Thompson; musicians Paul Whiteman, Irving Berlin, Deems Taylor, and Josef Hoffman; actors John and Lionel Barrymore, Walter Hampden; political figures Fiorello LaGuardia, Joseph Kennedy, William Green, and John Lewis; the T. V. A. directors, Walt Disney, and radio's "Voice of Experience."

Included also are the excellent portraits which reference workers in search of pictures always remember. The index is to all volumes in the current series and cites topics as well as persons.

### 13. Guide to Periodicals

PERIODICALS DIRECTORY, a classified guide to a selected list of current periodicals, foreign and domestic. 3d ed. rev. & enl. Ed. by Carolyn F. Ulrich. N.Y. Bowker, 1938. 465p. \$12

Scope: 10,200 U.S. and foreign titles found most useful in American collections.

Arranged: Alphabetically by subject.

A dozen years ago, or so, I served as an assistant for a very short time in the Periodicals Division of the New York Public Library. Unknown to her, Miss Ulrich's influence has been evident ever since in my administration and teaching of periodicals, in my solving of some personnel problems. I have never seen a better administered division anywhere, nor staff members who admired their chief more. It is not surprising to me, therefore, that under her editorship a basic reference book not quite six years old, and priced high, is already in its third edition. It represents in my opinion the best rounded, most referable periodical list in print.

This opinion is based upon samplings of various fields familiar to me. Take education for example. Few periodical lists do justice to this field because of the great number of serial publications. Miss Ulrich's is the best selection I have ever found in a general list. I think the list on Games and Sports, Library, Moving pictures, Music, Psychology, Radio, and Travel are equally good. If it were possible I should like to see regional lists drawn together by "see" references. Thus a list of periodicals published in the South would interest libraries in this region, and I have no doubt that comparable lists for other sections of the United States would prove useful.

The alphabetic arrangement first by subject and under subject by title, followed by bibliography on that subject is most convenient. Miss Adelaide C. Cutter has again revised the bibliographies of which there are now about

500. In the index three kinds of type to distinguish periodicals, subjects, and key subjects have been used effectively. The publisher could contribute to referability by providing a caption on each page covering the subject included on that page.

#### 14. Catholic Who's Who

AMERICAN CATHOLIC WHO'S WHO? 1938 and 1939 . . . Detroit, Walter Romig and Company, 491p. \$6.50 (\$5.85 to libraries)

*Scope:* About 4500 Catholic notables.

*Arranged:* Alphabetically, with a regional index.

This is the third biennial edition which the publishers indicate has been carefully revised with the assistance of many counsellors and over a score of colleges and universities. The regional index lists a number of Catholics who are now residing abroad. There is also a necrology and list of abbreviations.

To the library that prides itself on reference service this volume will be essential. A strong collection of "who's who" sooner or later becomes a necessity and in the development of that collection this must be an early accession.

#### 15. Skiing

AMERICAN SKI ANNUAL; official yearbook of the National ski association; Nathaniel L. Goodrich, Editor-in-chief. Brattleboro, Vermont, Stephen Daye Press, 1938. 230p. 23 maps. illus. \$1

*Scope:* Review of ski activities and records.

*Arranged:* Articles, illustrations, records, maps, directory.

Under the editorship of Dartmouth college's librarian the *American ski annual* easily assumes one of the most attractive appearances of any annual in any field. Of course in part this is due to the attractiveness of the subject and the excellent illustrations, but it is also due to the careful planning of arrangement and sequence.

Articles receive attractive titles. The opening one under the caption "Stormy Horizons" really reviews the years in skiing. Subsequent articles deal with phases of skiing or with regional and foreign activities. The directory of clubs, statistical records, and maps of skiing regions are vital reference materials. A general index would add considerable to the referability of the volume.

All along I have made a plea for more and better sports reference materials. The *American ski annual* definitely satisfies this plea in one important sport. Unquestionably this volume should be included in the reference collection of most college, public, and school libraries.

#### 16. Debating

INTERCOLLEGIATE DEBATES; year book of college debating. Edited by Egbert Ray Nichols . . . v.19 N.Y. Noble and Noble, publishers, inc., c.1938. 437p. \$2.50

*Scope:* Outstanding intercollegiate debates of the past season verbatim, and debate trends.

*Arranged:* In sequence with index to subjects treated in all previous yearbooks.

This year's issue features a university type debate on a high school subject, and examples of the clash, intra-mural debate, symposium, open forum, radio discussion and conventional intercollegiate debate tournament. The subjects covered are alliance with Great Britain; neutrality, freedom of action and alliance; Anglo-American boycott on Japanese goods; larger navy in the Pacific; and six other subjects, four of which are also international and the other two national in scope.

It goes without saying that this basic reference book belongs in every school, public, and college library.

#### BOOK NOTES

THE social workers of Dayton, Ohio, were introduced to "An Invitation to Read," the work of Mayor LaGuardia's committee for the selection of suitable books for children in the courts, at a luncheon meeting attended by teachers and parents as well. Members of the library staff discussed the booklet and its purpose. One hundred of the books included in the list were on display, and many copies of the pamphlet were sold. Later, at the request of the Director of the Bureau of Aid to Dependent Children, the library compiled a list for the bureau to enclose in one of its monthly letters to 300 mothers.

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B. Westermann Co., 20 West 48th St., New York City, will be glad to send to interested librarians a booklet, "The Risorgimento Duplicates from Harvard College Library," by Dr. Gertrude Randolph Bramlette Richards, Associate in Research, Harvard. The booklet describes a collection, on sale by Westermann's, of approximately 3000 bound volumes and 2000 pamphlets, including important items of nineteenth century Italian history.

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The September-October issue of *Bird Lore*, p.347-48, contains lists of bird books recommended by a staff committee of the National Association of Audubon Societies and submitted to ornithologists throughout the United States for criticism. Librarians will find these recommendations helpful.

# FILMS OUT OF BOOKS

By Maxine Block\*

## HISTORICAL AND LITERARY DISCREPANCIES

**L**IBRARIANS who went to see Shirley Temple in the well-beloved story of "Rebecca of Sunnybrook Farm" were sadly disappointed by the changes in the story and many must have thought that the film might more honestly have been called "Rebecca of Radio City." The same thing happened with "Heidi." However, neither of these films were so crudely incorrect as "Suez," which supposedly dealt with an historical situation. Thousands of dollars are spent, highly-trained research workers are employed, art departments scan old prints, and yet those who saw the film juggle facts and dates wondered where the money went. Ferdinand de Lesseps was a middle-aged man with quantities of children when the first shovel of sand was turned in building the Suez Canal. In the film this great job of joining the Mediterranean and the Red Sea is no more than a background for a silly romance against splendid ballroom sets. Furthermore the staid de Lesseps is portrayed as a young bachelor by that boy actor, Tyrone Power, who never changes his technique whether he is in "Marie Antoinette," "In Old Chicago," "Alexander's Ragtime Band," or "Lloyds of London."

The descendants of de Lesseps in France have brought suit against the producers of the film. Now we read that the London press has been severe in its criticism of the film and that Egypt government censors plan to ban it in their country because of factual discrepancies. They say the love story it portrays never existed between Ferdinand de Lesseps and the Empress Eugenie. Ill feeling has been provoked among Egyptians who expected an epic reconstruction of a historical achievement in their country.

"Four Men and a Prayer," another Hollywood film, led to a protest in Egypt and was later withdrawn. The offending scene was that showing the city of Alexandria and its port. Alexandria is considered the most modern city in the Near East and the citizens were aghast when they saw the film portray snake charmers in the streets and Egyptians sitting on the floor of the largest hotel. Loud laughter greeted these scenes in the cinema, and poor attendance followed.

Since all the films mentioned above were produced by 20th Century-Fox, it would seem that a good college-educated historian could find a job at that studio. However, no literary research workers need apply at the Samuel

Goldwyn studio where the production of "Wuthering Heights" is under way. Goldwyn has plenty of research workers whose duty it is to make that brooding and melancholy work into a brooding and melancholy film complete with unhappy ending, the bane of most Hollywood producers.

All over the world Brontë societies expressed grave concern when the picture was announced. They may have heard that the title was poison to the Goldwyn sales organization who felt the film should be called "Gypsy Love" or, as a columnist remarked, "Fun on the Farm." Goldwyn reports that with the exception of softening the stilted dialogue, eliminating the second generation of the book in the interest of dramatic unity, and changing the period from late eighteenth and early nineteenth century to the middle of the latter, "Wuthering Heights" will appear very much as it was conceived.

The cast is specially selected and is almost all English. Laurence Olivier will appear as Heathcliff, Hugh Williams as Hindley, Flora Robson as the housekeeper, Merle Oberon as Cathy, David Niven as Edgar and Donald Crisp as Dr. Kenneth.

Another film which seemingly will be an authentic study of a character is that of "Lawrence of Arabia" which will be filmed by Korda and for which preparations have been going on for three years with filming scheduled to start shortly. Leslie Howard will probably have the title role and a preliminary expedition to Trans-Jordan takes off soon with a colonel of the British Army as technical advisor.

The film will be based on the late Colonel T. E. Lawrence's book *Revolt in the Desert* plus certain parts of his *Seven Pillars of Wisdom*.

Rachel Field's *All This and Heaven, Too* has been purchased by Warner Brothers for early filming. Librarians will do well to anticipate a recurrence of the demands for the books mentioned above and will stock their shelves liberally as a preliminary to the appearance of these films—"Wuthering Heights," "Lawrence of Arabia," and "All This and Heaven, Too."

## OUR COUNTRY 'TIS OF THEE

In line with a strong rebirth of patriotism in this country as evidenced by the playing of the anthem in various theatres, cheering when the flag is shown at news-reels, etc., motion picture producers and dramatists have

\* Editor, *Motion Picture Review Digest*.

decided that something should be done to augment our love for our country. A series of patriotic playlets to be issued soon by the Dramatists Play Service, Inc., will be filmed as short subjects by one of the three major studios, MGM, Warner Brothers, or Paramount. All the studios are interested, and decision is pending as to what company will produce them.

Authors of the playlets, all nationally known playwrights, will receive, as their sole remuneration, a royalty of \$200 provided by the Theodore Roosevelt Memorial Association and other patriotic and educational groups.

Four playlets to be released soon are Dan Totheroh's "Seeing the Elephant," Stanley Young's "Ships Forever Sailing," E. P. Conkle's "Elijah Lovejoy," and Lynn Riggs' "Side-Track." Other playwrights who expect to contribute plays include Paul Green, Ridgely Torrence, Melvyn Levy, and Elmer Rice. All the playlets will be based on incidents in American history.

Already there is a fine series of short subjects in color dealing with outstanding events in American history. These are being made by Warner Brothers. The latest of this series already released is "The Declaration of Independence." "Lincoln in the White House" is the latest to be completed and is to be released on Lincoln's birthday.

As these films have been released, they have been the subject of many library exhibits. Prints, books, historical documents and antiques in connection with these films may be made the basis of interesting library and school exhibits. Coming in rapid succession will be "Bill of Rights"; "Sons of Liberty," which deals with the Jewish banker, Haym Solomon, who aided Washington during the Revolution, and "The Monroe Doctrine."

In line with this spirit of Americanism is the decision of studio producers to defy foreign censorship of Hollywood films and present pictures held in abeyance out of consideration for dictators abroad.

MGM is at work on "Idiot's Delight," long delayed because of Italian opposition, and the same company is ready to shoot the Sinclair Lewis story "It Can't Happen Here." British opposition to the filming of "Titanic" is not stopping Selznick-International from its plans to film this story. The Cunard-White Star Line objected to "Titanic" and made formal complaint to the State Department in Washington. Selznick has brought Richard Blaker, novelist, over from England to write the story and engaged England's foremost director, Alfred Hitchcock to direct it.

Producers feel that there is no further use in catering to the whims of foreign governments since they have either completely banned American pictures or in some cases have im-

posed such stringent rules against Hollywood-made pictures that there is no longer any profit in exporting them.

Charles Chaplin's first talking picture will receive no encouragement in some European countries. It is to be called "The Dictator" and work on it is going forward in the Chaplin studio. Chaplin himself wrote the screenplay and plays the title role. He is notorious for his slow careful work and it will probably be many months before the public is privileged to see it.

#### DENVER SCHOOLS FIRST WITH SELF-MADE VISUAL EDUCATIONS FILMS

Probably the first public schools in the United States who are producing their own films for visual education are to be found in Denver. The American Council on Education has sent two of its council officials, Charles F. Hoban, Jr., and F. E. Brooker, to Denver to assist in starting the project.

It is hoped that by spring the first of the films will be available for use by clubs and civic groups. "How to get a job" is the subject of one film, with others planned on Denver food supply, housing, health, and recreation. All Denver high schools will see them and they will doubtless become a pattern for similar work in other cities.

Films will be prepared by the students themselves, with groups selected for various work on the script and preparations for the actual filming. Dr. Roy A. Hinderman, social service director, will supervise the project and the camera work will be under the direction of E. H. Harrington, school principal and camera fan.

### Enriching the Library

WAYS TO BETTER HIGH SCHOOLS: LIBRARY ENRICHMENT HINTS. University of Illinois Bulletin, v. 36, #18, October 28, 1938. Urbana, Illinois, The University

"The purpose of [the] bulletin is to invite attention to a number of recently published materials that appeal to a wide variety of interests."

Part I is general enrichment material, with classified lists giving bibliographical information and good annotations.

Parts II, III, and IV give enrichment material for French, German, and Spanish respectively. Each of these parts includes lists of free material; visual aids; newspapers, magazines, and professional periodicals; calendars and maps; material for oral-aural training, club work, and correspondence; and travel and study, with lists of special foreign language summer schools and camps in America and abroad, and tours of particular interest to the foreign language student.



# LIBRARIES ABROAD

By Ruth Mishnyn \*

[A monthly commentary on foreign professional publications. Requests from readers for information on recent developments in any particular field will be welcomed.]

PUBLIC library techniques are on the whole so uniformly standardized in the United States that American librarians are likely to be either suspicious or contemptuous of European practices which differ from their own or which are in an earlier stage of development. Librarians at home and abroad have, nevertheless, a great many problems in common, as may be seen from the following selected list of foreign books of professional interest. Most of the titles included were published in 1938.

## Library Administration

In the field of general library administration, we have six books from Great Britain: O'Leary's *Organising a New Library Service*, Sharp's *Branch Libraries*, Carnell's *County Libraries*, two treatments of public library finance by Duncan Gray and Fred Barlow, respectively, and the Library Association's *Survey of Libraries*, edited by Lionel R. McColvin. The last-named consists of reports based on visits to all the European countries, Canada, and the United States. The chapters on certain sections of Great Britain and Scotland have raised furious local tempests, but in general critical tone has been favorable. The Library School at Barcelona has sponsored three brochures produced by graduates. *Les Guies de Lectura* by Aurora Díaz-Plaia is a discussion of book lists; Maria Cugueró's *Què Podria Ésser una Biblioteca de Referència a les Populacions de Catalunya* is a bibliography of reference books for popular libraries in Catalonia; Rosa Ricart has compiled an annotated, classified list of periodical articles, almost all in English, on books and reading. Four German studies on the organization and potentialities of village, small town, and school libraries by Franz Schriewer shed some light on the role of the popular library in the Third Reich. They are entitled: *Das Ländliche Volksbüchereiwesen*, *Das Schülerbüchereiwesen der Volksschulen in Leistungszahlen*, *Die Staatlichen Volksbüchereistellen im Aufbau des Deutschen Volksbüchereiwesens*, and *Deutsche Büchereifragen in Zahl und Bild*.

\* These notes have been compiled with the collaboration of the editorial staff of *Library Literature*, of which the author is a member.

A volume which gives the reader an unusual insight into the work of public libraries in Denmark is *Danske Folkebiblioteker*, a festschrift offered on his sixtieth birthday to Thomas Døssing, director of Danish public libraries. It contains articles dealing with characteristic Danish developments in book selection policy, central libraries, library architecture, and other phases of library activity. *Biblioteche scolastiche*, by Guido Calcagno, deals with the administration of libraries in Italian *licei*, *ginnasi*, and *istituti*. These are secondary schools of pre-university grade which offer classical, scientific, pedagogical, or technical training. The Association of Yugoslavian Librarians has issued a brochure by Josip Badalić on public libraries in the banat of Sava, entitled *Jarne Knjižnice u Savskoj Banovini*.

Cataloging was not ignored last year. The Association of German Public Librarians has issued a code of rules for the alphabetic author catalog called *Anweisung für den Alphabetischen Katalog der Volksbüchereien*. It is an adaptation for the popular library of the *Prussian Instructions*, or cataloging rules, which have recently been translated into English. A companion piece to this is Otto Reich's *Vorschriften für ein Alphabetisches Schlagwörterverzeichnis*, which contains rules for the formation of catchword subject headings for the popular library's alphabetical subject catalog. The cataloging of music is treated in E. Weiss-Reyher's *Anweisung zur Titelaufnahme von Musikalien*. The Norwegian Library Association has codified its own practice in *Katalogiseringsregler for Norske Biblioteker*. John L. Thornton's *Cataloguing in Special Libraries* tells how it is done in a number of British collections devoted to special subjects or special purposes. College, university, and school libraries are among those discussed. The fifth edition of W. C. B. Sayers' *Introduction to Library Classification* was also published last year.

Union lists were fairly abundant in the Antipodes in 1938. In New Zealand a *Union Catalogue of New Zealand Newspapers* was published under the aegis of the New Zealand General Assembly Library. Japan is the source of the *Union List of Literature on Library Science and Bibliography*, published by the League of Young Librarians in Osaka, and of the *Catalogue of Foreign Scientific Publications in the Various Institutions in*

Japan, for which the National Research Council of Japan is responsible.

Among the most useful recent bibliographies is *Beaux Livres, Belles Histoires*, an attractive list of French children's books compiled by Marguerite Gruny and Mathilde Leriche, who are on the staff of L'Heure Joyeuse, a young people's library in Paris. Sigmund von Frauendorfer, of the International Institute of Agriculture in Rome, has collaborated with Victor Schaefer in the production of a bibliography of bibliographies on agriculture, *Die Schrifttumsnachweise der Landwirtschaftswissenschaft*. This is a revised translation of *Aperçu des Bibliographies Courantes Concernant l'Agriculture et les Sciences Connexes*, published by the Institute in 1937. Victor Madsen has completed his catalog of incunabula in the Royal Library at Copenhagen, the first part of which appeared in 1931. The year was also notable for the appearance of a supplement to the list of periodicals in the French language compiled by Pierre Caron and Marc Jaryc.

### Bookmaking

The past two years brought forth bumper crops of books on bookmaking and printing, most of which are themselves outstanding examples of craftsmanship. *De Meesters van den Gulden Passer*, by the late Maurits Sabbe, former director of the Plantin-Moretus Museum in Antwerp, is the story of the printing establishment of Christopher Plantin and his successors. *Les Origines de la Presse et de l'Imprimerie* by André Ravry treats the history of printing down to the present. *The Art of the Book*, by Bernard Newdigate, issued as a special autumn number of the *Studio*, is memorable for its specimens of the most distinguished typography and book illustration of the past decade. A particularly sumptuous work on printing is the Swedish *Boktryckarkonst*, which is chiefly concerned with modern type design and printing technique. Two books devoted, one exclusively, the other chiefly, to bookbinding are *Bokbinderkunst til Fest og til Hverdag* and the fourth annual volume of *Boken om Bøker*, both coming out of Norway. The entire text of the former, which was published in commemoration of the fiftieth anniversary of the founding of the Oslo bookbinding firm of H. M. Refsum, is reprinted in the latter.

Several important directories have appeared within our period. The International Committee for Historical Sciences has published the *Internationaler Archivführer*, which briefly describes the chief governmental archives of the nations of the world. The *Verzeichnis von Schrifttumsauskunftstellen der Technik und Verwandter Gebiete*, sponsored by the

German Committee on Standardization, lists the bibliographical information centers in Germany which specialize in technology and related fields. The first two volumes of a directory of Italian libraries outside Rome, which promises to be a monumental work, have been completed by the editors, Ettore Apolloni and Guido Arcamone. The *Directory of Indian Libraries, 1938*, is the first publication of the Indian Library Association.

The list closes with a number of miscellaneous works which deserve notice, though they cannot be fitted into any of the categories already mentioned. H. G. T. Christopher's *Palaeography and Archives*, is a concise handbook for persons having no experience with the subject treated. L. M. Harrod's *Librarians' Glossary* leans heavily toward the bibliographical side in its interpretation of library terminology. R. C. Barington Partridge's *History of the Legal Deposit of Books Throughout the British Empire* has already received a good deal of attention in this country. *Test Questions for the School Library*, by Robert Swann, is a classified collection of reference questions designed as school exercises in the use of reference books. Finally, we have A. J. Philip's *New Assistant; or, The Junior's Vade Mecum*, a genial compendium of homely and wholesome advice addressed to the youthful clerical assistants in the public libraries of Great Britain. This little volume has a savor which must be tasted to be appreciated, and a tonic effect guaranteed to relieve mental indigestion.

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 Díaz-Plaja, A. *Les gules de lectura; conferència al curs de practiques 1937-1938 de l'Escola*. Barcelona, Casa d'Assistència President Macià 1938

(Continued on last page)

# Junior Librarians Section

[This monthly department, sponsored by the Junior Members Round Table of the American Library Association, is concerned chiefly with reporting and integrating the activities of the younger librarians. Junior groups are asked to send regular reports and recommendations. Correspondence and articles from individual librarians pertaining to the work and welfare of library assistants are also welcome. Material submitted for publication in this department should preferably be addressed to the Round Table's editorial representative and "coordinator": Mrs. Ruth Phillips Griffith, 4318½ Melbourne Ave., Los Angeles, Calif.]

## CHAIRMAN'S COLUMN

By Norma Olin Ireland

WITH less than five months remaining before the San Francisco meeting, plans are now being formulated for the program. We are planning a full schedule for JMRT this year which will consist of at least three events: (1) a dinner, to celebrate the eighth anniversary of our founding, (2) a meeting of state chairmen or representatives and district secretaries to discuss problems of local groups, and (3) the regular two-hour business meeting which will feature a program of vital interest to Juniors, subject to be announced later. Watch for further details on convention plans in this section.

## NEW STATE GROUP ORGANIZED

It is with a great deal of pleasure that we inform Junior Members of the formation of a new state Junior Member group which took place in Arkansas, in November. Miss Lois L. Rainer, Librarian of the Pulaski County library, is the new chairman. More about our new members when the Southwest district reports.

## "MY DEBT TO BOOKS"

Have you ever thought what books have had the most influence on your life? One of the most stirring talks I ever heard was made by Edgar J. Goodspeed, translator of the Bible, on this subject. It is interesting to note which books are named as influences on the lives of famous writers in the recent "My debt to books" section of *Books Abroad*.

## Midwinter Luncheon

The JMRT luncheon was held at the Drake Hotel on Wednesday, December 28, and was attended by 47 from 14 states: Illinois, Indiana, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Oklahoma, Pennsylvania and South Dakota. Lois Martin of the Illinois State Library, Springfield, was in charge

of arrangements, assisted by Maxine Barnes, Evanston Public Library, and Helen Hauck, Librarian, Blackburn College, Carlinville, Illinois.

## Central District JMRT

[This material has been collected by Lois M. Zimmerman, Secretary. Miss Zimmerman is a member of the staff of the Indianapolis Public Library.]

## ILLINOIS

### Officers, 1938-39

Maxine McCulloch, Public Library, Decatur, Chairman  
Louise Borchelt, Public Library, Glenview, Vice-Chairman  
Mrs. Eva Goodale, Public Library, Galva, Secretary and Treasurer

The JMRT of the ILA was reorganized at a luncheon meeting held in the Palm Room of the Abraham Lincoln Hotel in Springfield, October 27, 1938. Ida Faye Wright, Librarian of the Evanston Public Library suggested several projects for the coming year. The group accepted the offer of a page in *Illinois Librarians* for publicity and news of the JMRT.

## INDIANA

### Officers, 1938-39

Irene Mason, Indiana State Library, Indianapolis, Chairman  
Roberta Young, Public Library, Mishawaka, Secretary

The Indiana Junior Members met in the Indiana University Union Building at Bloomington, on October 13, 1938.

Susan Erlewine, Librarian of the Kokomo Public Library, presided and introduced Mrs. Vera Cooper, President of the Indiana Library Association, who spoke about the relationship of the Junior group to the State Association.

Rachel K. Schenk, of Purdue University Library, gave a talk on "Professional Ethics for Librarians," tracing the history of proposed codes of ethics from Mary Wright Plummer's address, given before the Illinois Library Association in 1903, to the proposed Code of Ethics for Librarians submitted at Kansas City last June.

During a discussion of projects for the coming year, it was suggested that the alphabetical list of Indiana librarians, compiled by the Indiana Juniors in 1937, be supplemented by a list of librarians by towns and libraries.

## MICHIGAN

### Officers, 1938-39

Ethel M. Walker, Mackenzie High School, Detroit, Chairman  
Gladys Dunn, Grand Rapids Public Library, Vice-Chairman  
Robert Orr, Detroit Public Library, Secretary  
Gabriel Richard, Detroit Public Library, Treasurer

The Michigan group of JMRT had a luncheon meeting in Lansing on November 3. New officers were elected at that time.

The Grand Rapids Juniors are compiling a bibliography of Michigan authors. The Detroit Juniors, under the direction of Mrs. Edward Heileger, held a panel discussion recently on the subject of how the book agencies, the public libraries, and the schools should work together to better serve young people.

Projects to be undertaken by the state organization include a membership drive for JMRT as well as for the M. L. A.; compilation of a directory of all persons engaged in library work in the state; and a library bulletin for Juniors.

#### OHIO

##### *Officers, 1938-39*

Euphemia Nesbitt, Wooster Public Library and Museum, Wooster, Chairman  
Estelle Culp, Cincinnati Public Library, Secretary-treasurer

On October 21, 1938, the Ohio Junior Members met at the tri-state meeting in Cincinnati. The new officers were elected, and, after a business session, the group was joined by Kentucky Juniors for the program.

The Ohio JMRT has completed a survey of the holdings of foreign books in small and medium sized libraries in the state. There was a good response to the survey, and much interest has been shown in the idea of loaning foreign books to other libraries.

#### A Survey—Three Years Old

*By Fannie Sheppard, Chairman, Union Catalog Committee, New Jersey JMRT*

In October 1936 the Jersey Juniors were requested to assist in compiling a union catalog of titles in special collections in New Jersey libraries for the Public Library Commission. The purpose of the project was to facilitate inter-library loan. It was very obvious that a preliminary step to the compilation of such a union catalog should be a survey of the specialized library resources of the state in order to have more definite knowledge concerning what materials from various libraries should be included in the catalog.

On February 1, 1937, the Union catalog committee sent an outline of the project, a questionnaire regarding special collections and a statement of procedure for reporting union catalog copy to all public, college, and special libraries in the state. Whenever possible, libraries were requested to assign a Junior member to furnish catalog copy for the titles in special collections to the Public Library Commission. WPA help was available for typing, making it possible for many libraries to furnish union catalog copy to the Public Library Commission at a minimum expense.



LOIS M. ZIMMERMAN  
Secretary, Central District

Eleven county libraries, two public libraries and one teachers college library report all new non-fiction accessions to the union catalog. Thru the Junior Members' project and by WPA work under the direction of the Public Library Commission more than 50,000 titles in special collections have been recorded in the union catalog.

For purposes of the survey the committee defined a special collection as: A collection of material on a given subject or covering a definite field of knowledge larger or more valuable for research purposes than would ordinarily be found in a library of similar size. Special collections in the university libraries were limited to the most outstanding and unusual ones, such collections as one would not ordinarily expect to find in those libraries. The questionnaire requested information regarding private collections; the replies to that question and the material located prompted the committee to make a more thorough investigation of this field. Collectors were most generous and a wealth of extremely valuable material will now be available to research workers and students having a real need of the material and a serious purpose in consulting it.

The returns from the initial questionnaire were supplemented by personal visits to libraries by committee members and Junior Member County chairmen. These investigators assisted librarians in determining the value to the survey of a collection by comparing it with information obtained from other libraries in the state having material of a similar nature. The aim was to compile the Survey of Special Collections for use as a reference

handbook in locating the nearest and best special collection on any given subject. Collections have been arranged alphabetically under specific headings and indexed by place and name of library. Library of Congress headings are used thruout and cross references are embodied in the text. The Survey of Special Collections in New Jersey Libraries includes more than 500 collections on a wide range of subjects. They are to be found in public, college, and special libraries and many are privately owned. The description of each collection includes number of volumes or pamphlets, history of the collection, if that information has value, degree of availability, and relative value for research.

Many of the collections listed in the New Jersey survey were not known to the National union catalog at the Library of Congress. These are to be incorporated in the national index of special collections maintained in connection with the union catalog at Washington. There is a real need for this regional listing of special collections. A knowledge of the resources in any given area is essential to efficient inter-library loan and to any plan for strengthening library resources by cooperative purchasing. The value of the information recorded reaches beyond the boundaries of our state for certain collections are known to be the most outstanding in the country.

Publication of this survey by the New Jersey Library Association is planned for the spring of 1939. The New Jersey Juniors bring their project to a close knowing that they have learned a great deal and experiencing an enormous inner satisfaction thru the realization that their work has been done well and that it will be a real aid to library service in New Jersey.

### A Few Coals to Newcastle

[Ed. Note: Our guest this month is Miss Gretchen Knief, Librarian of the Kern County Free Library, Bakersfield, Calif.]

#### CRAVEN, THOMAS. *Men of Art*

If art is a closed book, this volume is at least one key to its fascinating history. It is an intensely individual and vital study of painting in the western world from Giotto to the latest French modernists. The book combines social history, biography, description and criticism in a most entertaining manner. The author's robust appetites and passionate convictions give rise to a style that is swift and decisive and free from the empty lyricisms frequently so tempting to the interpreter of painting.

#### MILLIS, WALTER. *The Martial Spirit*

Most authors, discussing a grim subject, feel that the style must fit their topic. While the Spanish-American war was one of our less disastrous encounters, the author, instead of treating it seriously, turns sharp barbs of wit on it and brings out the opera bouffe aspects of the entire episode, including the charge on San Juan hill.

#### MANSFIELD, KATHERINE. *Journal of Katherine Mansfield*

Slowly but surely Katherine Mansfield seems to be fading in literary importance—and a pity it is! Not only her *Journal*, but her *Letters* and *Short Stories*, as well, make us wish that she had lived to full maturity. Not the critic that Virginia Woolf is today, she yet showed rare insight and understanding in her chosen field of literature.

#### KEARTON, CHERRY. *Island of Penguins*

There is a small island called Dassen off the coast of South Africa which is the nesting ground for millions (possibly five) of blackfooted or jackass penguins. Here Mr. and Mrs. Kearton spent five months watching and photographing them. There is an almost human whimsicality in these penguin photographs, and anyone who has any love of nature would enjoy this story. The younger members of the family might easily find worse guides to conduct, too.

#### NEWTON, A. EDWARD. *The Amenities of Book Collecting*

Just for fun the author started collecting books and then wrote essays about them, also for fun, which makes this a more than ordinarily interesting volume for book lovers. For a man who unblushingly admits that he never had any education, that the happiest time of his life was a brief connection with a banking house, and who has made money in the electrical business, this book is a marvel of wit, charm and erudition.

#### ADAMIC, LOUIS. *Laughing in the Jungle*

This book should be read prior to reading his *My America, 1928-1938*. It means little to indict a civilization; it means much to understand it. In both of these exceedingly human and penetrating books, Adamic has contributed to this greater and deeper understanding. The second, more serious and yet more certainly conscious of the vast problems facing our really beloved country, even as the first, stresses our need of a sense of humor. Dictators have none.

#### BIBLE. *Bible Designed to be Read as Living Literature*

As a companion volume to the family Bible, this book was long overdue and for sheer beauty of book making it ranks above most others.

#### ADAMS, HENRY. *Mont Saint Michel and Chartres*

The whole story of the early Middle Ages unfolds in the pages of this guide to French cathedrals. Surely, no niece ever had a more delightful handbook of information prepared for her by an uncle. Henry Adams loved both the cathedrals and his young niece; she dared not fail to understand her uncle's great love and interest.

#### PERRY, BLISS. *And Gladly Teach*

On the whole, Bliss Perry lived a quiet, even uneventful life. But he lived a life of the mind, of the spirit and the will, which three together, plus friendliness toward one's fellowmen, makes personality. Here is Bliss Perry again, telling stories in top form, here is the matchless gift of narrative and anecdote that made Bliss Perry's audience instantly contemporary with any man he might discuss.

#### SCHAUFFLER, ROBERT HAVEN. *The Poetry Cure*

Too few, I fear, know this "pocket medicine chest of verse" designed for many an illness of the spirit. The introduction alone is worth reading, for in it there is prescribed a series of remedies for such troubles as fear, fatigue, impatience, ingrowing ugliness, the blues, insomnia, sorrow, hardening of the heart, myopic vision of the inner eye, and other common ailments. The compilation is good, a wisely compounded choice of the best poetry from Chaucer to Millay.

# JMRT Committees

1938-1939

## Constitution committee

(To revise and revamp the present constitution of JMRT, never formally adopted)

Edward Heiliger, Wayne University Library, Detroit, Mich. Chairman  
Annadele Riley, Central Branch Library, Kansas City Public Library, Kansas City, Mo.  
Gordon Bennett, Denver Public Library, Denver, Colo.

## Sub-committee: Nominations and elections

(To study and recommend a method of procedure for nominating and electing officers, the same to be incorporated in the constitution)

Mary Klove, Osterhout Free Library, Wilkes-Barre, Pa.  
Anna Glantz, Goucher College Library, Baltimore, Md.

## Sub-committee: State organization

(To compile a model state Junior Member constitution; assemble miscellaneous data for use of state organizations, including suggested projects, etc.; to encourage the organization of new states and to assist in the reorganization of old groups which have become static)

Geraldine Lemay, Emory Library School, Emory University, Ga.  
District officers of JMRT will be automatic members of this committee.

## Creative work committee

(To stimulate the undertaking of worthwhile individual projects in writing, research, bibliography, etc., for younger librarians)

Richard Hart, Enoch Pratt Free Library, Baltimore, Md. Chairman  
A. Harold Lancour, Cooper Union Museum, N.Y. City  
Dorothy Printz, E. Cleveland Public Library, East Cleveland, Ohio

## Encouragement of informal study committee

(To discover means of stimulating the interest of Junior Members in their further professional development)

Irene Fetty, Iowa State College Library, Ames, Iowa. Chairman  
Herbert Goldhar, Iowa State College Library, Ames, Iowa  
Mrs. Evelyn Stuart Cormier, Behrman High School Library, New Orleans, La.  
Thelma Sowers, Canton Public Library, Canton, Ohio

## Exhibits committee

(To arrange an exhibit of Junior Member projects, publications, and surveys at the San Francisco conference; to compile a permanent collection of this material for annual exhibits at A.L.A. conventions)

Chairman and other California members of committee to be announced later.  
Katherine McNabb, Kansas City Public Library, Kansas City, Mo.  
Florence K. Young, School of Library Science, Syracuse, N.Y.

## Poster contests

(To conduct contests for the obtaining of posters for libraries, winning posters to be lithographed and sold by H. W. Wilson Co. The work is a joint responsibility of the A.L.A. Junior sub-committee on Publicity and JMRT)

Hazel Kirk Levins, Free Public Library, East Orange, N.J., Chairman  
Mrs. Marion Howe, New York Public Library, New York City.

## Proposed professional literature collection committee

(To study the practices of various professional associations in regard to central circulating collections of their literature; to investigate the need for such

a collection of library literature by means of a questionnaire to be published by A.L.A.)

Walter H. Kaiser, 303 Pound Bldg., Chattanooga, Tenn. Chairman

Other members of the committee to be announced later.

## Staff orientation committee

(To propose plans for the instruction of new appointees to library positions about the history, procedure and special policies of their library)

Gretchen Garrison, New York Public Library, N.Y. City. Chairman  
Helen Fleming, New York Public Library, N.Y. City  
Katherine Stokes, Pennsylvania State College, State College, Pa.  
Mrs. Bess Smith, Glendale Public Library, Glendale, Calif.  
Robert S. Alvarez, Graduate Library School, Chicago, Ill.  
William Tucker, Librarian, Washington State Library, Olympia, Wash.  
Margaret Knight, Rutland Free library, Rutland, Vermont  
Fannie Schmitt, Tuscaloosa high school, Tuscaloosa, Alabama

## Exhibit committee (for S.F. meeting)

Joseph Belloli, Pacific Grove public library, Calif., chmn.  
Martha Bonnett, University of Southern California, Los Angeles  
Evelyn Nassau, Oakland Public library, Oakland, Calif.

## WANTED:

### ALL JUNIOR MEMBER CLIPPINGS

Any published notices, articles, etc. by or about Junior Members—state, local, or national—for historical scrapbook. Please send to Chairman.

N.O.I.

## A COMPREHENSIVE LIBRARY TEST

THE USE OF THE LIBRARY. Grades 11-12, College Freshmen and Sophomores; 1938; 2 forms, no time limit (40-50 minutes); by Stella Pierson, Librarian, and Arthur Gilbert, Professor of Education, Teachers College of Kansas City, Kansas City, Missouri. Sample copies sent on request.

Librarians and teachers of elementary library science will welcome this test as a valuable tool in aiding and encouraging pupils to make greater use of library materials.

The tests, constructed by an experienced librarian and a teacher of tests and measurements, are designed to determine quickly the extent of students' previous library experiences, their familiarity with the Dewey Decimal System, their knowledge of abbreviations common in bibliographical references, their acquaintance with library reference tools, and their ability to interpret references in periodical indexes.

Experimental use of the tests has revealed that students, studying how to use the library, both need and welcome this kind of aid in exploring and using the ever-increasing number and variety of resources to be found in the libraries.

DR. H. R. MEYERING

Teachers College of Kansas City

# A. L. A. NOTES

By Edwin E. Williams

## Grant for Out-of-Print Books

THE Carnegie Corporation of New York has appropriated \$10,000 to enable the A.L.A. to set up an experimental project for reprinting out-of-print books needed by libraries. A committee appointed by the Executive Board is to work out details of the project.

## Council Action at Midwinter

A revision of The National Plan, first adopted by the Council in 1935, was approved. This revision had been prepared by a committee consisting of Malcolm G. Wyer, Chairman, Carl H. Milam, Ralph Munn, and Louis Round Wilson.

On December 29 the Council adopted a Code of Ethics, presented by Flora Belle Ludington, Chairman of the Code of Ethics Committee. It was also voted that the present committee be continued with the request that it prepare a Code of Practice.

Classification and Pay Plans for Municipal Public Libraries, prepared by the Board on Salaries, Staff and Tenure, were approved by the Council. The compilation covers classes of libraries, branches, departments and divisions; the standards of education, experience and pay for personnel, and personnel specifications for library positions. This classification also changes the former \$1 per capita standard to \$1.50 for communities of less than 10,000 population, and \$1.25 for communities between 10,000 and 25,000.

The new national plan and the new code of ethics will appear in forthcoming issues of the *A.L.A. Bulletin*. The Classification and Pay Plans for Municipal Public Libraries are to be planographed and will be published during February.

## Social Security Legislation

Harold F. Brigham, Chairman of the A.L.A. Annuities and Pensions Committee, reported to the Council on December 28 that there will probably be a proposal before the present Congress to extend provisions of the Social Security Act to employees of non-profit, private, educational and charitable institutions. It was voted that the Council instruct the Committee on Annuities to follow Social Security legisla-

tion affecting libraries and authorize the committee, in conjunction with the Executive Board and the Federal Relations Committee, to act on behalf of the Association as they may jointly determine to be in the best interests of libraries.

## Book Postal Rates

Upon recommendation of the Executive Board, the Council has passed a resolution commending President Roosevelt's action in allowing reduced postal rates on books and expressing the hope that Congress will enact legislation making the present flat rate permanent.

The action refers to the President's order of October 31, 1938, which established a flat rate of one and one-half cents per pound for books. This order is effective until June 30, 1939.

It was also reported to Council that Ralph M. Dunbar, chief of the Library Service Division of the U.S. Office of Education, is assembling evidence on results of the change in rates, and will appreciate comments from librarians.

## New A.L.A. Chapters

Petitions of the Quebec Library Association and the Rhode Island Library Association for affiliation as chapters of the American Library Association were approved by the Council at its meeting of December 28.

The Council also ratified the action of the College and Reference Section in changing its name to the Association of College and Reference Libraries, a Section of the American Library Association. Another change of name, by which the Periodicals Section becomes the Serials Section, was approved.

## Reorganization

Margaret Jean Clay, a member of the Pacific Northwest Library Association Committee, presented resolutions adopted by that Association providing that the A.L.A. be composed of local chapters to be formed by state and regional organizations, that the Council consist of representatives of regions (half of whom shall be persons in non-administrative positions), A.L.A. Sections and committees and boards; and that the Executive Committee consist of representatives of the various types of

library work, including two persons from non-administrative positions. The recommendations were referred to the Third Activities Committee with the request that the Committee give special attention to the question of additional representation of non-administrative members.

Frank K. Walter, Chairman of the Association of College and Reference Libraries, presented a resolution, on behalf of that Section, requesting appointment of a committee to report to the Council on a plan to afford adequate representation of college, university and reference libraries on the A.L.A. Executive Board, to determine approximately what constitutes a fair portion of the annual income of the A.L.A. from institutional and personal memberships and from endowment and other sources that should be allocated to the Association of College and Reference Libraries, and to recommend a plan to provide adequate representation in the staff and activities of A.L.A. Headquarters for the interests of this group. The resolution was referred to the Third Activities Committee with the suggestion that a subcommittee be appointed to report at the San Francisco Conference.

### Awards

The A.L.A. Council has adopted a recommendation of the Jury on Awards providing that the Lippincott and White awards shall be given at the annual conference for the period of the two calendar years immediately preceding that conference. The previous regulation had limited awards to the period closing at the time of the second preceding annual conference.

### Federal Aid for Adult Education

Preparation for federal aid was the subject of a meeting called on December 29 by the A.L.A. Library Extension Board. Representatives were present from the Adult Education Board, Board on Library Service to Children and Young People, Board of Education for Librarianship, and Federal Relations Committee.

Members of the Adult Education Board emphasized the fact that, according to the provisions of the proposed bill for federal aid to education, large municipal libraries as well as rural communities are eligible to receive funds for adult education.

Members of the Board are communicating with librarians and presidents of state associations calling attention to the importance of taking immediate action to secure representation on the state adult education councils provided by the bill as advisory bodies to educational authorities in preparing state plans for use of these federal funds. The Board is

making available, thru A.L.A. headquarters, mimeographed questions and answers on utilization of these funds, with suggestions for specific projects that appear to be eligible.

### Adult Education Exhibit

A traveling exhibit entitled, "What other libraries are doing in adult education" is available to libraries, library schools, etc., from the A.L.A. Adult Education Board for the cost of transportation. The exhibit, which was extensively revised last fall, contains samples of reading courses, publicity, reports, pictures, articles and clippings descriptive of the adult education work of nearly 100 libraries, large and small. Material is classified by topics and displayed on seven wallboard panels two feet wide and four feet high.

Library schools interested in securing the exhibit are asked to notify Mr. Chancellor at A.L.A. headquarters, in order that the schedule of shipments may be worked out as economically as possible.

### Federal and State Aid

The following resolutions in support of federal and of state aid were passed by the A.L.A. Trustees Section at its meeting on December 27:

"The Trustees Section of the American Library Association recognizes the great need for the extension of local public library service to the 45,000,000 citizens now without it, for the development of library adult education services and for the improvement of school library facilities; it realizes that inequalities between the states make federal assistance necessary to the attainment of these objectives; the Section therefore endorses the principle of federal aid for libraries and urges Congress to pass legislation for federal aid to education including libraries in the next Session."

The second resolution is as follows:

"Because of the shrinkage of local revenues for the maintenance of library facilities, and because of the unequal distribution of library facilities within most of the states, the Trustees Section of the American Library Association endorses the principle of state aid for library service and urges trustees to support state aid campaigns which may be in progress within their own states."

### Revised Adult Education Aid

The manuscript of "Types of Library Adult Education Service" has been approved for publication by the A.L.A. Executive Board on recommendation of the Editorial Committee. This is a collection of 33 case studies descriptive of well developed procedures in both large and small libraries, more than half of which are previously unpublished.



# THE SCHOOL LIBRARIES SECTION

By Mae Graham

[This monthly department about school libraries is prepared for the Wilson Bulletin under the direction of the School Libraries Section, American Library Association. All school librarians are invited to utilize this department for the discussion of their problems. Inquiries and contributions should be sent to Mae Graham, Department of Library Science, College of William and Mary, Williamsburg, Va.]

## PLEASURE READING IN VOCATIONS

By Margaret Holmes Law, Assistant Librarian, Harding Junior High School, Lakewood, Ohio

IN Harding Junior High School, Lakewood, Ohio, the ninth grade vocational information classes have proved to be enthusiastic readers of fiction and non-fiction books with sufficient occupational background. This recreational reading supplements their directed study and investigation.

At the beginning of the term the assistant librarian gave book talks on ten of the new attractive titles to each of the five classes, making a total of fifty titles introduced. The students placed reserve orders for the books which appealed to them, and every week the book truck was brought to the classroom, where books were charged by a pupil on the library staff.

Reading guidance often helped pupils to follow thru a sequence of books on nursing, scientific research, journalism, aviation and other vocational interests. Each student was required to read seven books and an average of eleven books per pupil was achieved. During the term a total of over two thousand books was read and briefly reviewed. The students' development in the habit of reading was very apparent, and their interest increased as the semester progressed.

Books such as *Peggy Covers the News* by Bugbee, *Sue Barton, Student Nurse*, by Boylston, *Twenty Years Under the Sea* by Williamson, *Marian-Martha* by Fargo, *Ballet Shoes* by Streatfield, *North to the Orient* by Lindbergh, and *Skyways to Asia* by Grooch, proved very popular. Biographies which were well received were: *Invincible Louisa* by Meigs, *Thomas Alva Edison* by Wise, *Audubon* by Rourke, and *The Diary of Selma Lagerlöf*. A group of personality and etiquette books were included, and *Personality Preferred* by Woodward, *It's More Fun When You Know the*

*Rules* by Pierce, and *What Is She Like?* by Brockman were much in demand.

Both the instructor, May Belle Thompson, and the librarian, Edna Bibby, felt that the return of 4000 per cent in books actually read after the fifty book talks were given was of interest to both librarians and teachers, the most gratifying part being that so much of this reading was voluntary.

It often happens that a person remembers a fine and inspiring story long after the details of formal instruction are forgotten. Since so many of the stories and biographies with a vocational background are well-written and worth-while, perhaps some of this reading will reveal new avenues of thought and work to students seeking their rightful place in life. Our hope and aim is that this reading will help in this important endeavor.

## Julius Rosenwald Fund Libraries

The Julius Rosenwald Fund has assembled four small sets of books which may be purchased by Negro and white schools in the South under the special terms explained below. The books in these libraries have been carefully chosen under the guidance of library experts of the American Library Association. Lists of the books in each library, and applications for them, may be obtained from the county superintendents, Jeanes supervisors, state agents for Negro schools, or directly from the office of the Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago. When applications have been filled out, they should be sent to the State Department of Education with a check or money order made payable to the Julius Rosenwald Fund.

1. The \$36 ELEMENTARY I contains 30 books especially chosen for the elementary schools. Bookshelves and a record book are included with the set. This library may be purchased by Negro schools for two-thirds cost, or \$24. The Fund pays the remaining \$12 and freight charges.
2. The \$15 SUPPLEMENTARY ELEMENTARY library contains 30 books, also for use in elementary schools. Bookshelves and a record book are included with the set. It may be purchased by Negro schools for two-thirds cost, or \$10. The Fund pays the remaining \$5 and the freight charges.

These two libraries may be purchased by white schools at their full cost to the Fund (\$36 for the elementary library and \$15 for the supplementary elementary library) plus freight charges.

3. The \$15 library of BOOKS BY AND ABOUT NEGROES contains 13 books chosen for use in high schools.
4. The \$15 library of STORIES OF MANY LANDS, also for use in high schools, contains 12 books about various peoples of the world: Chinese, Indian, Japanese, Mexican, Negro, Philippine, and Polynesian.

These two libraries may be purchased by both white and Negro schools at two thirds of their cost, or \$10 each. The Fund pays the remaining \$5 and the transportation charges.

Because the Julius Rosenwald Fund purchases the books for these libraries in large quantities, it is able to obtain an average discount of about 40 per cent from the regular retail prices; the saving is passed on to the subscribing libraries.

### Donation of Periodicals

Susan D. Cooke, librarian of the Metuchen Public Schools, Metuchen, New Jersey, sends the following suggestion:

"The Board of Education had a limited amount of money to spend for magazines. In order to supplement this number the various clubs of the school donated periodicals to our high school library. For example; the Photography Club gave *American Photography*, the Foreign Language clubs gave *Travel*, the Library Club gave *The Readers Digest*, the Varsity Club (Athletic) gave *Athletic Journal*. In all, nine magazines were given."

### HOW WELL DO YOU READ?

Helps for High School Students  
and Adults

*Compiled by the Teachers' Special Library  
Branch of the Indianapolis Public  
Library*

- BESSEY, M. H. & COFFIN, I. P. Reading for understanding. Appleton-Century, 1936. 325p. \$1
- BROENING, A. M., and others. Reading for skill; practice exercises for remedial reading and library skill. Noble, 1936. 399, 40p. \$1.30 (Pupils' ed. without answers \$1.20)
- BUSWELL, G. T. How adults read (Supplementary education monographs, no. 45). University of Chicago, Department of Education, 1937. 158p. \$1.50
- CENTER, S. S. AND PERSONS, G. L. Teaching high school students to read; a study of retardation in reading (National council of teachers of English monographs, no. 6). Appleton-Century, 1937. 167p. \$2.25
- HOOVIER, CAROL. Following printed trails, things to learn about reading. Heath, 1936. 371p. \$1.32 (Comprehension tests and key 15c; teacher's manual and key 36c).
- KNIGHT, P. E. AND TRAXLER, H. E. Read and comprehend. (Atlantic monthly press book). Little, 1937. 233p. \$1.28; paper 96c.
- PITKIN, W. B. Art of rapid reading; a book for people who want to read faster and more accurately. McGraw, 1929. 233p. \$2.50
- PITKIN, W. B. How we learn; a book for young people, with emphasis upon the art of efficient reading. McGraw, 1931. 263p. \$1.25

- STRANG, R. M., and others. Study type of reading exercises. Teachers college, 1935. 112p. 40c
- WILEY, J. A. Practice exercises in silent reading and study; a guide for directing the formation and development of skilful silent reading and study habits. The author, Iowa State Teachers College, Cedar Falls, Iowa, 1928. 36p. \$2.00
- YOKUM, G. A. Reading and study; more effective study through better reading habits. Macmillan, 1928. 502p. \$2.00

### Negro History Week

#### To The Editor:

The celebration of Negro History Week last February at the West Carnegie Branch of the Dayton Public Library, Dayton, Ohio, located in the community of Paul Laurence Dunbar's home, proved to be enlightening both to the librarians and to the community.

A new Negro booklist, the size of a bookmark, was printed on several colors of stiff paper. It carries the titles of books about and by Negroes, which have been added to the library within the past four years, and is divided into three sections: Social and Economic Problems; Literature, Music, Art; and Fiction.

An attractive poster "NEGRO HISTORY WEEK, Feb. 7-14, 1938," bearing the additional sentence, "Ask for Negro booklist at the desk" was placed near our permanent Negro collection: "Books by and about the Negro."

West Branch became the possessor of a small portrait of Paul Laurence Dunbar's Mother, by Jane Reece, a Dayton photographer. This was framed and hung in West Branch for the first time, during Negro History Week.

Letters were sent to the principals of the three colored schools, to the Negro Y.W.C.A., and to recreation centers.

We don't know what we would have done without the *Who's Who in Colored America: 1932-1937*, or the Brawley book, *Negro Builders and Heroes*.

The index to *Crisis* and *Opportunity* magazines, which is in process at the branch, yielded real treasure in answering some of the questions.

We feel that as a result of "Negro History Week" West Branch Library and its Community have become much better acquainted; the White and Negro races have been drawn together more closely, because we librarians know more about the Negro and his problems, and because the Community know that West Branch can supply them with the information which they desire. We hope this is a start toward fuller cooperation, and better understanding between white and black.

CLYTIE STRABLER, Librarian  
West Branch  
Dayton, Ohio, Public Library



# The Month at Random



Volume 13

Number 6

## WILSON BULLETIN FOR LIBRARIANS

February 1939

ONE of the most provocative suggestions made by Philip O. Keeney in his leading article this month is that, in the interests of greater democracy within the library's walls, members of the library staff should elect their own department heads at regular intervals. This procedure, he points out, has recently been adopted by the New York city colleges, with reference to faculty heads, who are elected by their associates for terms of three years. It is interesting to observe that "department members showed by returning a large majority of previously appointed department heads that they took their new democratic responsibilities soberly, and not with any desire to create violent upsets."

If the suggested elective procedure for department heads is at present in force in any American library, we have not heard of it.

The author of the article is the protagonist of the famous Keeney Case, as the result of his dismissal from the librarianship at Montana University for his liberal tendencies. With the support of the American Library Association, the American Civil Liberties Union, the American Association of University Professors, and allied organizations, Mr. Keeney has made a valiant fight, not so much for his own reinstatement, as for the protection of democratic rights and the professional right of tenure. His case is now in the hands of the Montana Supreme Court, where it is hoped that his petition will receive favorable action. Much of the material in the present article will be incorporated into a book on librarianship as a social force, on which

Mr. and Mrs. Keeney have been working for the past year.

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In this issue we publish the first of a series of articles by Oscar C. Orman that will appear under the general title, "How Does This Sound?" A young librarian with a habit of progressive and original thought, Mr. Orman has several new and stimulating ideas on professional subjects that we are happy to present to librarians for consideration and discussion.

In his first article Mr. Orman outlines a proposal for a Permanent Call Card system that aims to simplify and, indeed, to revolutionize service at the circulation desk, for the sake of maximum speed and efficiency in dealing with the public. We should appreciate receiving your comments on the practicality of the idea.

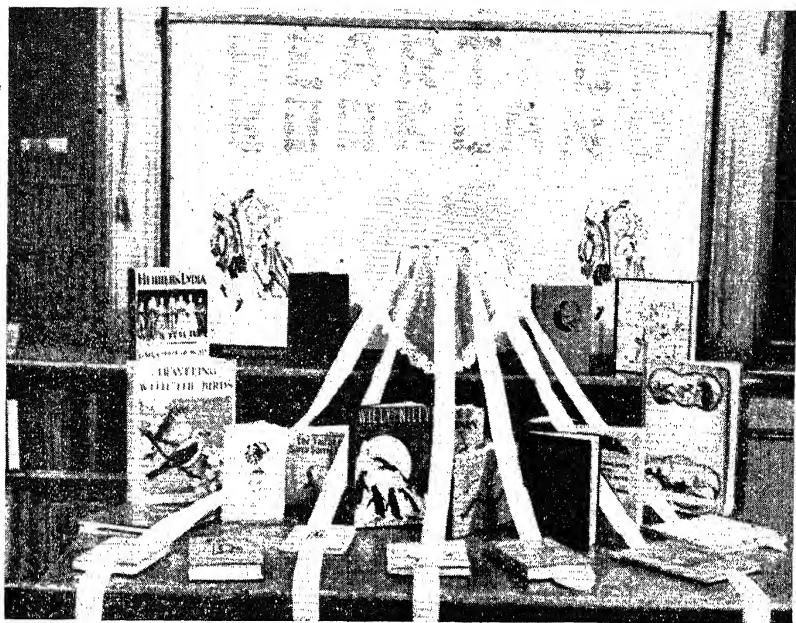
Perhaps the best test would be for some moderate-sized library to offer itself as a guinea-pig by installing, with NYA or other aid, a P.C.C. system as outlined by Mr. Orman.

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At a meeting of the Metropolitan New York Junior Members, held recently in the Yonkers Public Library, the reorganization of the American Library Association was the topic of discussion. Miriam D. Tompkins of the A.L.A. Third Activities Committee gave a short historical account of the two previous activities committees before presenting the present committee's reorganization plan. "There is every reason to believe," said Miss Tompkins, "that the recommendations of the Third Activities Committee will be accepted by the A.L.A."

Leo R. Etzkorn, a member of the A.L.A. Committee on Salaries, Staff and Tenure led a discussion on various proposals for A.L.A. membership schemes. Many divergent opinions were expressed, particularly in the matter of dues, which some thought were too high to bring about widespread membership participation.

Fannie Sheppard, Secretary of the Eastern District Junior Members, spoke on the significance of A.L.A. reorganization to the Junior Members Group. The opinion generally expressed was that the A.L.A. had up to now made inadequate efforts to interest young people in joining the Association. Altho the Junior Members Round Table had originally been formed to provide a "proving and meet-



VALENTINE BOOK DISPLAY  
Stevens Point, Wisconsin, Public Library

ing ground" for new members of the profession, it was said that those who are approached for membership in the A.L.A. are rarely informed of the existence of the Junior members as a separate group, the result being that many prospective members are lost to the Association. If the library schools would cooperate, as some have, in telling their students of the Junior Members, much could be done in increasing membership.

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In connection with the sketch of Anne Carroll Moore in our December issue, p. 246, we are happy to add, for the historical record, some further notes on the beginning of section organization among children's librarians.

Miss Moore's request for the establishment of a section of children's librarians, altho favorably received by the Executive Board of the A.L.A. in October 1899, was not granted until November 1900. Meanwhile, so insistent was the demand for some sort of organization for the discussion of practical problems relating to library work with children that the Club of Children's Librarians was formed during the Montreal Conference of June 1900. Miss Moore was made chairman of the Club and Mary Dousman secretary for the ensuing year. On the establishment of the Section for Library Work with Children in November 1900, the chairman and secretary of the Club

of Children's Librarians became the first officers of the new organization. In the absence of Miss Moore from the Waukesha Conference of 1901, these officers were re-elected for a second year.

We learn from the author of the sketch, Barbara Holbrook of the Publicity Committee of the Section, that the correct number of branches with children's rooms in the New York Public Library system is 46. There are also, under Miss Moore's supervision, ten sub-branches and two Traveling Libraries of the Extension Division.

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*A Washington News Letter on Social Legislation* began publication in January. This will concentrate on Washington developments concerning social legislation such as proposals

- To increase Federal aid to dependent children from one-third to one-half.
- To equalize old-age assistance.
- To provide grants to the states for direct relief, transients and Indians.
- To provide medical care.
- To extend the coverage and otherwise amend unemployment compensation and old-age insurance.
- To liquidate W.P.A.

The News Letter will seek to present the best opinions obtainable as to the prospects and significance of these proposals. It will concern itself more with "off the record thinking" and "behind the scenes" situations rather than offi-

cial statements. It will also cover amendments suggested by state officials and their evaluations of amendments from other sources.

The News Letter will be issued biweekly while Congress is in session with special editions on matters of immediate interest at a cost of \$5 per subscription. For information, write Glen Leet, Editor, *Washington News Letter on Social Legislation*, 1733 Nineteenth Street, N. W., Washington, D. C.

In speaking recently over the air on the necessity for education to make effective use of the radio and motion pictures, Commissioner of Education J. W. Studebaker, said:

"Unless we do make radio and motion pictures and other modern means of communication and visualization serve the major need of understanding our common life and our complex problems, I doubt very much if education, depending largely upon such traditional tools as pictures and blackboards, can compete with these newer instruments. And if education cannot successfully compete for the time and attention of adults and young people alike, the very basis of democracy will be demolished."

In response to many requests, we shall resume next month the publication, in modified form, of The Booklist Forum in the *Wilson Bulletin*. This project of the Baltimore Junior Members of the A.L.A. will appear bi-monthly, providing bibliographical information on booklists issued by libraries. The Wilson Company will no longer carry stock of the booklists; the issuing libraries will themselves fill orders for them. Richard H. Hart, Enoch Pratt Free Library, Baltimore, is chairman of the Booklist Forum Committee.

"What we are trying to prove is that libraries are 'not absolutely dead things,'" declared Deoch Fulton, Editor of The New York Public Library, speaking recently on "Interpreting the Library" at a meeting of the Public Relations Forum for members of the staff.

The meeting began with an informal panel discussion of the purposes and problems of library public relations, conducted by Thomas G. Brown, Editor of The Brooklyn Public Library; Joseph W. Rogers, Editor of The Queens Borough Public Library; Gretchen J. Garrison, of the Circulation Department of The New York Public Library; and Mr. Fulton.

According to Mr. Brown, news sources for library stories are often unusual and unsuspected. "At first it takes a good deal of 'digging' to discover the news. However, after librarians overcome what seems to be an

instinctive dread of 'publicity,' they are eager to help in making the library better known."

"What we need most in library public relations is a revival of emphasis on the fundamentals of library service," said Mr. Rogers. "There are now many extra services rendered by the library which rather obscure the fact that books and reading are the essentials. Librarians and public, too, need to be more fully aware of the resources and services of the public libraries of New York."

The lack of public information about the three library systems of New York City was deplored by Miss Garrison. "We ourselves must see to it that the library is more widely interpreted," she said. "These public relations forums have been called 'a charm school' by some of our librarians. No doubt we could use some 'charm school' training! But what we really hoped was that these forums would recall to everyone working in the library the sober fact that maintaining cordial relations with the public is really everybody's job."

Thru the generous gift of Mrs. Larz Anderson, Boston University is to have space for a special library devoted wholly to poetry. The material is being assembled under the direction of Austin Warren, Professor of English, and John Wheelwright, eminent Boston poet, who announced that gifts of poetry, especially poetry published since 1900, will be gratefully welcomed by the University of Any-



WHITTIER'S BIRTHPLACE

Here, on a farm near Haverhill, Mass., the family was snow-bound. The house is now a museum to the poet's memory.

one wishing to aid in the formation of the library and, in so doing, insure his favorites of lasting appreciation, may send them to Austin Warren, College of Practical Arts and Letters, 27 Garrison Street, Boston.

A rare book that strayed from the Brooklyn Public Library in 1911 turned up recently in a second-hand bookstore in San Diego, Calif., and last week returned home. The volume missing for twenty-seven years is *Two Sunny Winters in California*, by Gulielma Crosfield, published in London in 1904. It deals with the author's quest for sunshine when "English skies grow gray and cold" and her discovery of it "not only in Californian skies but in the warmth and kindliness of American hearts and homes." The book has long been out of print; there is no other copy in the Brooklyn Public Library, and apparently none in the Library of Congress. The book was reported lost by a borrower at the Williamsburgh Branch in 1911. It was not heard of from then until the San Diego Public Library discovered it a few weeks ago in a bookshop and asked consent of the Brooklyn Public Library to purchase it. The latter, stating title to the book had never passed from it, asked and obtained its return.

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The American Library Association has been added to the list of several publishers, including The H. W. Wilson Company, represented in a sales capacity by Mr. Raye Bidwell, who visits libraries in the Middle West.

The University of Chicago will offer three fellowships of \$1,000 each for the academic year 1939-40 in its Graduate Library School. The fellowships are awarded by the President on the recommendation of the Committee on Fellowships and Scholarships. Applications must be in the hands of the Dean of the Graduate Library School on or before March 1, 1939.

Forms to be used in making application for admission, and for fellowships, may be obtained by writing the Graduate Library School, The University of Chicago.

Buckram copies of *New York Advancing; A Scientific Approach to Municipal Government*, 1936, may now be obtained from the Municipal Reference Library, 2230 Municipal Building, New York City, free of charge as long as the small supply lasts. All libraries wishing to have a copy should make their request to the Library, enclosing 5 cents for postage.

An author-title index to the *Hospital Booklist* for its first three years, 1936, 1937, 1938 (twelve numbers), is now available. Orders should be sent to the Hospital Booklist, Room 220, State Office Building, Saint Paul, Minnesota. The price is 25c in addition to the annual subscription.

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The Carnegie Corporation of New York has granted the sum of \$2000 to the American Foundation for the Blind, 15 West 16 St., for the compilation of an annotated bibliography of publications covering the various aspects of blindness—medical, vocational, psychological, educational and recreational. The bibliography will be compiled by Helga Lende, librarian of the American Foundation for the Blind, and, in addition to recent research, will be based on the selective reading lists which from time to time have been issued by the Foundation library.

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An abridged edition, in pamphlet form, has been issued of the *Classification Decimale Universelle* (Office International de Bibliographie et de Documentation. Brussels. Pub. no. 199. 64p. 1938). The tables, expanded briefly, are followed by an alphabetical index of 9 three-column pages. In the remaining pages of the pamphlet are summarized the principles of the classification, and some information about the history and development of the publishing body.

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*Branch Libraries: Modern Problems and Administration*, by Henry A. Sharp, F.L.A., Deputy Librarian, Croyden Public Libraries, author of *Libraries and Librarianship in America* and other books, has just been brought out by Allen and Unwin in their series of Practical Library Handbooks (The H. W. Wilson Company. London \$1.30; N.Y. \$1.45).

While branch library practice differs in many respects in the two countries, American librarians having to deal with branch library problems will find here much that will be interesting, in view of its somewhat novel approach, and undoubtedly helpful. The chapter on planning covers types of buildings, departments, lighting and heating, shelving and floor coverings. Other chapters discuss the staff, relations with the central library, book selection and county branch libraries. An appendix contains description of modern branch libraries, and a selected bibliography.

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To those of our friends who order single copies or back issues of the *Wilson Bulletin*: you will help us greatly if you will send your remittance (20c for each number) with your order, so that we may be spared the expense of billing and bookkeeping. Thank you.

# The Mail Bag

[Editor's Note: The correspondence columns of the *Wilson Bulletin* are open to all our readers for debate and comment. The Editor is not responsible for opinions expressed in these columns.]

## Master's Degree for Librarians

To the Editor:

At the mid-winter meeting in Chicago, some of the school librarians were discussing salary schedules and higher degrees. We all agreed that it was unfair that we should have to put in a whole year of graduate work and yet not have a Master's degree to show for it. We know that it is claimed that library school work is not of graduate character, but we are inclined to doubt that statement. Much of the work for a Master's degree in many colleges is just credit-accumulating courses—in a few, that is *all* that is necessary for the degree. Others, of course, require a thesis, but couldn't that be arranged for in the library school, by allowing students to specialize more sharply and by omitting some of the courses that are useful to only a few? For instance, in a course in Order and Accessions, we memorized pages of charts of dates and foreign names of publishers and publications, and I suppose at least three-fourths of us—if not nine-tenths—merely send our infrequent foreign orders to Stechert. It seems to me not at all impossible to make a place in the first year of library school for a thesis, if that is all that is needed to turn our B.S. of L.S. into a Master's. Or what *does* constitute a Master's degree?

This problem is probably not important to public librarians, but to school and college librarians it makes quite a salary difference. As we discussed it, we wondered where we could start doing something about it—with the A.L.A.—or the N.E.A.—or where? Does anyone have any suggestions? Or are we all wrong about it?

ELIZABETH COLLOM, *Librarian*  
*Maine Township High School*  
*Park Ridge, Ill.*

## Unit Segregation of Books

To the Editor:

In the December issue of the *Wilson Bulletin* is a letter from the children's librarian of the Cranford, N.J., Public Library in regard to segregating books according to units.

We have made a practice of typing the name of the unit on the upper right hand corner of the book card and of the book pocket. This makes it easy for my assistants, high school students, to shelve the books. When a unit is

discontinued, we type a new book card and book pocket for each book and return it to its regular shelf.

CORNELIA GILDERSLEEVE, *Librarian*  
*Fort Bragg School Library*  
*Fort Bragg, California*

## 2000 Posters a Year

To the Editor:

A profitable and pleasant experience is being had by the Cincinnati Public Library with the commercial artists assigned to the W.P.A. library project. The whole story is interesting.

The Staff Publicity Committee made a survey and found that it took about 2,000 posters and signs a year to supply the Main Library, branches, and other agencies. Also this research showed that staff members were spending from 5 minutes to 7 hours in making a poster. Cardboard, paint, ink, etc., were an added expense. The Staff Publicity Committee asked that the library secure a W.P.A. artist. In less than 8 months the art staff has grown to four men.

A request blank was worded, duplicated, and sent out to all 36 branch librarians, and to all Main Library and Annex Department Heads. Thus far four such blanks have been mailed to the complete list so that each one could request posters, or signs. Many librarians have sent in extra requests. The work is never finished.

The artists group this way; two men can both design and letter, one designs only, and one letters only. Their hours are so arranged that an artist is available five days each week for the work. They have made small signs, large signs, banners for parades, simple posters, elaborate posters, series for friezes, and figures and backgrounds for window displays. Between February and November 1, 1938, a total of 1,259 pieces have been made for library use. As the artists have known how to do posters by the silk screen process, and how to use the air brush, there has been variety in the things made, and they all look professional. This last is an important point.

Creating a studio in the Library Annex has made possible the housing of a central poster collection. Most of the departments and branches sent in posters to this collection, and all have borrowed from it. The saving of staff time has not been checked but it certainly is an item.

To answer the question as to the worth of posters in book circulation the Staff Publicity Committee made a brief research in the spring.

It brought out that posters, above troughs or shelves on which books were placed, do help circulate these books. The figures varied from 2 to 45, and in no instance was no circulation reported.

E. GERTRUDE AVEY  
Field Representative  
Cincinnati Public Library

## Information on Doll Cases Wanted

### To the Editor:

We are looking for the right kind of a case for our collection of foreign dolls in the Children's Department. Could children's librarians who have satisfactory doll cases please send us their recommendations?

GLADYS SIBBERT, *Children's Lib'n*  
Parmly Billings Memorial Library  
Billings, Montana

## Personality Qualifications

### To The Editor:

The students in the Current Library Problems class, fall term 1938, at the University of Minnesota Library School handed in a list, arranged in the order of importance, of the personality traits that they believed a librarian should have. A committee from the class tabulated the results and arranged them into a representative list, grouping the answers that were most closely related into one number, until the first ten placings were determined. To test the validity of their findings, the committee compared these placings with six published lists of personality traits. The following table shows the results, each number referring to the placing and the x to the fact that the trait was mentioned:

Minn. '38	Minn. '27	Minn. Lib. Instructors	Iowa	Towne, J. E.	Charters, W. W.	Libra- rians
1. Speed and accuracy .....	6	2	1	1	1	1
-may include						
Efficiency						
Dependability						
Punctuality						
2. Tact .....	1	10	3	6	3	2
-may include						
Courtesy						
Cooperation						
Alertness						
Judgment						
3. Adaptability .....	x	3	2		2	x
-may include						
Liberal-mindedness						
Tolerance						
4. Initiative .....	4	x	x		x	x
-may include						
Resourcefulness						
5. Neatness (personal) .....		x		2	x	x
6. Vitality (health) .....	x		6		x	x
-may include						
Enthusiasm						
7. Sense of humor .....		x				
8. Honesty .....						
9. Poise .....		x			x	x
10. Patience .....					x	

At the Summer Institute at the University of Chicago in 1929 a study of personality traits was made, at which accuracy and tact were given equal ranking at first place, and courtesy and interest second.

On the basis of these findings, it seems reasonable to conclude that the successful librarian should possess, first of all, accuracy and tact, and after that a variety of traits.

### References:

- (1) Charters, W. W. "Traits of Successful Circulation Assistants," *Lib J* 53:452-3, May 15, 1928.
- (2) Flexner, Jennie M. *Circulation Work in Public Libraries*, Chicago. A.L.A. 1927. p. 274.
- (3) "Qualifications for Librarianship," *Wil Bul* 11:250-2, December, 1936.
- (4) Towne, Jackson E., "Qualifications for Librarianship," *Pub L* 30:477, November, 1935.
- (5) University of Minnesota, Div. of Library Instruction, *Report on Student Practice Work*, a blank to be filled out by staff members who direct practice work.

FRANK K. WALTER, *Librarian*  
University of Minnesota  
Minneapolis, Minn.

## READING LIST

The junior high school reading list published by the National Council of Teachers of English, *Leisure Reading*, has been entirely revised and brought up to date. The editing has been done by the Council's Recreational Reading Committee, whose chairmen are Dr. Stella S. Center, head of the English department of Theodore Roosevelt High School, New York City, and Max J. Herzberg, principal of the Weequahic High School, Newark, N.J. *Leisure Reading* may be obtained from the National Council of Teachers of English, 211 West 68th Street, Chicago, at twenty cents for a single copy, fifteen cents each for ten or more copies.





# THE LIGHTHOUSE



## Costume Bibliography

**L**IBRARIANS who plan to visit the Golden Gate International Exhibition should be sure to list among their "see alsos" *The Bibliography of Costume* which will be on exhibit in the Pacific House. Compiled by Hilaire and Meyer Hiler and edited by Helen Grant Cushing, it is the most extensive bibliography of book and periodical sources ever assembled on the many special phases of the subject.

On military dress alone there are 36 pages. Books showing the uniforms of the armies of 40 different countries are listed or analyzed, among them the *landesknachte*, mercenaries of the sixteenth century, whose "baggy breeches" set the fashion for all masculine Europe. Books listed under arms and armor occupy 5 pages; under weapons, 18 titles on the sword are given.

Most of us can perhaps name half-a-dozen fashion periodicals. The *Hiler Bibliography* lists about 340 different journals including the famous American *Godey's Lady's Book* whose color plates have furnished designs and decoration for numerous Christmas cards and lamp shades. Published in monthly numbers from 1830 to 1898, its 131 volumes remain a prolific source for fashionable American dress of this period.

## The Union List of Serials

As previously announced, the Rockefeller Foundation has made a grant toward the editorial expenses of the new edition of the Union List of Serials. The Editor, Miss Winifred Gregory, has established editorial offices in the Library of Congress, where ample quarters have been provided, and a staff is now working.

The A.L.A. Advisory Committee and The H. W. Wilson Company, publishers of the Union List, have agreed that the number of libraries whose serial holdings are noted in the original list should be increased. Librarians are invited to correspond with the Editor of the Union List concerning participation in the new edition. There will be no charge for listing holdings and cooperating libraries will incur no obligations. Smaller and special libraries particularly are invited to list unusual serial publications not widely held.

It is planned to broaden the scope of the List by including several types of periodical publications which were omitted from the original edition. Libraries which cannot lend material thru interlibrary loan but which have facilities for duplicating by photostat or microphotography will be indicated by special markings.

There will be a checking edition the first part of which will be ready about April. This will be distributed free to cooperating libraries, and extra copies for the library's own use will be available at nominal prices. Following the suggestion of the Advisory Committee for the first edition a number of libraries have kept card records of changes and new titles, some of which have already been sent to the Editor. Miss Gregory will be glad to have these records for use in compiling the checking edition and, if requested to do so, will use them as a record of the library's holdings. But the use of the checking edition in indicating holdings is preferred, and is recommended by the Advisory Committee.

The original edition of the Union List was published without profit, and the same policy will govern the publication of the second edition. The publisher is convinced that the grant from the Rockefeller Foundation will bring the price well within the reach of all classes of libraries.

## Special Reprint of Sears' List of Subject Headings

A new fourth edition of *Sears' List of Subject Headings for Small Libraries* is now being prepared. Many small and medium sized libraries have been consulted in the revision. As a result, a number of new terms are being added to the list, as well as many definitions of terms showing how they are to be used. The subheadings are also being expanded and will be included in the general alphabet.

Since the new edition will not be ready until next summer, a cheaper reprint has been made to supply library schools and others in the interval. Intended for temporary use, it is inexpensively bound (in cloth) and priced at \$2.00 instead of the usual \$2.75. A credit of \$1.00 toward the purchase price of the new edition will be allowed on copies of this temporary edition returned within a year from date of purchase.

## Library Publicist



MARIE D. LOIZEAUX

"The reactions of a general assistant trying to turn publicist" was Marie D. Loizeaux's explanation for *Publicity Primer* when the first edition was published in 1937. On the staff of the New Rochelle, N.Y. Public Library, where she is in charge of publicity, Miss Loizeaux has had opportunity to develop new ideas which she has incorporated in the second edition revised, now in press. In the practical style of one who has actually done the work, she discusses:

Publicity: what and what for; Publicity begins at home; But who's going to do it? Planning the program; Publicity angles: budget tactics, talks by staff members, getting into print, getting reports into print, lists and bookmarks, book exhibits, posters, window displays, exhibitions, moving pictures, radio, operas and symphonies, lectures and discussions, say it with pictures; Publicity records.

## Library Literature in Press

Work on the 1938 volume of *Library Literature* has been completed and it will be off the press some time this month. This volume is being published a month or so earlier than its predecessors, the 1936 and 1937 annual volumes. Subscribers will be interested to know that it is planned to issue *Library Literature* semi-annually hereafter, beginning in the mid-year of 1939, with annual cumulations at the end of each year. A permanent cumulation, covering the years 1936-1939, will be published in 1940.

Several periodicals making their first appearance during the past year have been added to the list indexed. Of special interest are *The American Archivist*, *The Journal of Documentary Reproduction*, *The Library Journal* of the

Library Association of Victoria, and *Reading in Modern Schools* (a new English publication).

A feature introduced in the 1938 volume, which it is hoped will prove useful to all concerned, is the inclusion of masters' theses from the following schools: The California University School of Librarianship, the Chicago University Graduate Library School, the Columbia University School of Library Service, and the Illinois University Library School.

*Library Literature* is still pioneering in its chosen field. The editorial staff will welcome any suggestions which may increase its usefulness to the profession.

## Kind Words

"We're certain that The H. W. Wilson Co. will join us in a bow to Columbia for these kind words," says the R. R. Bowker Company in a recent issue of *The Publishers' Weekly*. We certainly do. "These kind words" originally appeared in that ever-welcome little weekly of the Columbia University Press, *The Pleasures of Publishing*:

"... Everything good and useful in the book business comes either from R. R. Bowker, the publishers of *The Publishers Weekly*, or from H. W. Wilson, the publishers of the *U.S. Catalog*, the *Cumulative Index*, and many other things without which the book business would be like Times Square without a traffic policeman. And a little late, but none the less sincere, we offer our respects and best wishes to these two functional organizations who do so much for authors, librarians, booksellers and publishers, and get so little credit for it."

So little . . . ?

## Shakespeare Paintings

We are glad to announce that reproductions of the paintings by Edward A. Wilson, illustrating twelve scenes from Shakespeare, selected from a list prepared by George Lyman Kittredge, Professor Emeritus of English Literature at Harvard University, can now be secured thru us.

In full colors, 17¾ x 18¾ inches each, on fine plate paper with wide margins, ideal for framing, they are certainly indispensable to the Shakespeare collection and will make a really worthwhile addition to the picture collection. In speaking of these pictures editorially, Dr. Samuel Tannenbaum, editor of the *Shakespeare Association Bulletin*, said:

"... Lovers and teachers of Shakspeare and those who love interesting and beautiful pictures, alive and colorful, are advised not to fail to order a set. . . ."

The scenes illustrated were selected from: *The Taming of the Shrew*, *Romeo and Juliet*, *Hamlet*, *Julius Caesar*, *Macbeth*, *Twelfth Night*, *King Richard III*, *As You Like It*, *A Midsummer Night's Dream*, *King Lear*, *King Henry IV*, and *Antony and Cleopatra*.

## New Editions

JOHNSON, MARGARET F. *Manual of Cataloging and Classification for Elementary and High School Libraries*. 3d edition revised and enlarged by Dorothy E. Cook. In press.

In addition to some rearrangement and amplification of the text of the previous edition, Miss Cook has interpolated, in small type, where applicable, sections describing the practice of The Wilson Company as carried out in the Standard Catalog for High School Libraries, the Children's Catalog, and the new printed card service which the Company has undertaken this past year.

STEBBING, L. R. *Child Training and Parent Education*. 2d edition revised by Caroline S. Hughes.

This useful list is being brought up to date to answer the demands of libraries and other agencies that have found it a worthwhile reference tool.

## Readings in History

The second edition revised of *Background Readings in American History*, compiled by Jean C. Roos, Head of the Stevenson Room for Young People of the Cleveland Public Library is in the press. Titles, now out of print, that appeared in the first edition have been dropped (with the exception of those for which it is hoped the demand will be sufficient to warrant reprinting) and replaced by more than an equivalent number of new titles. A new feature is the inclusion of publisher, date of publication, and price of each book listed.

WILSON PUBLICATIONS  
mentioned in this issue

- Bliss. ORGANIZATION OF KNOWLEDGE IN LIBRARIES AND THE SUBJECT-APPROACH TO BOOKS. 2d edition. In preparation.  
Hiller. BIBLIOGRAPHY OF COSTUME. On the service basis.  
Johnson. MANUAL OF CATALOGING AND CLASSIFICATION FOR ELEMENTARY AND SMALL HIGH SCHOOL LIBRARIES. 3d edition. rev. In preparation.  
Jones. A LIST OF FRENCH PROSE FICTION from 1700 to 1750. \$3.50. LIBRARY LITERATURE. On the service basis.  
Loizeaux. PUBLICITY PRIMER. 2d edition. rev. 60c.  
Roos. BACKGROUND READINGS FOR AMERICAN HISTORY. 2d edition. rev. (Reading for Background) 35c. SCENES FROM SHAKESPEARE. Set of twelve. \$1.00 the set.  
Sears. LIST OF SUBJECT HEADINGS FOR SMALL LIBRARIES. 4th edition. rev. In preparation; temporary edition. \$2.00.  
Stebbing. CHILD TRAINING AND PARENT EDUCATION. 2d edition. rev. In preparation.

## Bibliography On Guam

"WASHINGTON. Jan. 14.—Signs increased today that the little island of Guam, only one of the Marianas owned by the United States, is going to be a subject of spirited debate when the bill to establish a chain of aviation, submarine, destroyer and mine bases comes to the floor of the House, probably before the end of this month."—N.Y. Times, January 17

A bibliography on Guam is now in preparation by WPA, which we will publish if enough advance orders can be secured to insure covering the cost of publication. The bibliography will be sold for about \$1.50. Send your orders to Professor Charles F. Reid, College of the City of New York, 138th Street and Convent Avenue, New York City, or to The Wilson Company.

## Calendar of Cumulations

## Published

BIBLIOGRAPHIC INDEX. 1938 annual volume. Published January 27  
ESSAY AND GENERAL LITERATURE INDEX. 1938 annual volume. Published January 13

## In Preparation

AGRICULTURAL INDEX. 1938 annual volume. Ready in March  
ART INDEX. 3-year volume, October 1935. September 1938. Ready early this month  
BOOK REVIEW DIGEST. 1938 annual volume. Ready in March or early April. (NOTE: the 1938 annual volume takes the place of the monthly issue for February 1939—in order to include reviews of all books published in 1938. No separate monthly issue is published in February.)  
CUMULATIVE BOOK INDEX. 1938 annual volume. Ready late this month or early March  
INDUSTRIAL ARTS INDEX. 1938 annual volume. Ready in March  
LIBRARY LITERATURE. 1938 annual volume. Ready this month  
VERTICAL FILE SERVICE. 1938 annual volume. Ready this month

Watch this space each month for latest information on cumulated volumes, supplements, and schedules of publication of Wilson indexes and catalogs.

## Orders Taken Here

The union catalog of library science, prepared by the League of Young Librarians of Japan, announced for publication two years ago, has been issued at last, under the title *Union List of Literature on Library Science and Bibliography up to 1935*, a volume of 255 pages including the author index. Title pages are given both in English and Japanese; the preface in Japanese. Orders sent to The Wilson Company will be forwarded to the publishers for delivery direct to the library.

We shall also be glad to take orders for the *Directory of Indian Libraries*, 1938 (Indian Library Association, Publication Number 1.) The book will be sent direct to libraries from Calcutta, duty free.

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## New Books, New Editions, New Services published in 1938

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Kunitz and Haycraft. AMERICAN AUTHORS: 1600-1900. \$5.00.  
Lockhart. MY VOCATION: By Eminent Americans. \$1.50.  
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Stoddard. COMMUNICATION THRU THE AGES (Reading for Background) 35c.  
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- Gregory. INTERNATIONAL CONGRESSES AND CONFERENCES: 1840-1937. On the Service Basis.

### NEW SERVICES

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BIBLIOGRAPHIC INDEX  
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- Baird. REPRESENTATIVE AMERICAN SPEECHES, 1937-1938. \$1.25.  
Gariand and Phillips. DISCUSSION METHODS EXPLAINED AND ILLUSTRATED (Reference Shelf) \$1.25.  
— GOVERNMENT SPENDING AND ECONOMIC RECOVERY (Contemporary Social Problems Discussion Series) \$2.00.  
Johnsen. CHINESE-JAPANESE WAR, 1937— (Reference Shelf) 90c.  
— PEACE AND REARMAMENT (Reference Shelf) 90c.  
— UNITED STATES FOREIGN POLICY: ISOLATION OR ALLIANCE (Reference Shelf) \$1.25.  
Nichols. STATE SALES TAX. (Reference Shelf) \$1.25.  
— PUMP-PRIMING THEORY OF GOVERNMENT SPENDING. (Reference Shelf) \$1.25.  
PHELPS. UNIVERSITY DEBATORS' ANNUAL: 1937-1938. Vol. XXIV. 1937-38. \$2.25.

- Summers. ANGLO-AMERICAN AGREEMENT. (Reference Shelf) \$1.25.  
— DICTIONARIES vs. DEMOCRACIES. (supplement to Anglo-American Agreement) 75c.

### BIBLIOGRAPHIES

- Beers. BIBLIOGRAPHIES IN AMERICAN HISTORY. \$3.50.  
Gilchrist. DOCTORAL DISSERTATIONS ACCEPTED BY AMERICAN UNIVERSITIES. No. 5. 1937-1938. \$2.00.  
Hurley. KEY TO THE OUT-OF-DOORS. \$2.50.  
Magriel. Supplement (1936-37) to A BIBLIOGRAPHY OF DANCING. 75c.

### NEW EDITIONS

- Bennett. OCCUPATIONS AND VOCATIONAL GUIDANCE. \$1.25.  
— STUDENT LIBRARY ASSISTANT. \$2.40.  
Brown. THE LIBRARY KEY. 70c. 10 or more in one order 35c each.  
Conner. PRACTICAL BIBLIOGRAPHY MAKING. rev. by M. V. Higgins. 50c.  
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Shankle. STATE NAMES, FLAGS, SEALS, SONGS, BIRDS, FLOWERS. \$2.80.  
Wenman. SUBJECT HEADINGS FOR THE INFORMATION FILE. \$1.25.

### NEW IMPORTATIONS

- Ackery. ELECTRICAL HEATING FOR PUBLIC AND COMMERCIAL LIBRARIES AND MUSEUMS, etc. New York. \$1.50.  
Gray. PUBLIC LIBRARY FINANCE. London. \$1.30; New York. \$1.45.  
JAPAN-MANCHOUKUO YEAR BOOK 1938, New York. \$7.50.  
Partridge. HISTORY OF THE LEGAL DEPOSIT OF BOOKS THROUGHOUT THE BRITISH EMPIRE. London. \$4.50; New York. \$5.10.  
Ranganathan. PROLEGOMENA TO LIBRARY CLASSIFICATION. Madras. \$2.75; New York. \$3.25.  
Sharp. Branch Libraries: MODERN PROBLEMS AND ADMINISTRATION. London. \$1.30; New York. \$1.45 postpaid.  
SOUTH AMERICAN HANDBOOK. 1938. \$1.00.  
SURVEY OF LIBRARIES. London. \$6.25.

### LARGE CUMULATED VOLUMES

(Annuals not listed)

- CUMULATIVE BOOK INDEX: 1933-1937.  
ABRIDGED READERS' GUIDE: July 1935-August 1938.  
EDUCATION INDEX: July 1935-June 1938.  
ART INDEX: October 1935-September 1938.

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FEBRUARY 1939

# Rosita Forbes

**R**OSITA FORBES, author, lecturer and traveler, F.R.G.S., is the daughter of Herbert Torr, Esq., of Morton Hall, Lincolnshire. When she was a child her governess could only beg people not to put ideas into her head by sympathizing with her outlandish fancies. But the ideas were already there. And in spite of passions for hunting, crowded London streets, "lost dogs and lost causes . . . in spite of the gloom of an attempted novel, burned in the library fire," they remained; and they were without "fences, laws, or inhibitions." In order to realize these ideas, she said, she married a soldier, Ronald Forbes of Rothiemay Castle, Banffshire, hoping that he was an "Ishmael who would start out for China at an hour's notice." (She was later divorced, and married Colonel Arthur T. McGrath, D.S.O. of the General Staff of the War Office.)

On her first journey she spent sixty pounds, in Durban, South Africa, on a horse; and with a revolver that she didn't know how to use, a toothbrush, a comb, and a clean shirt, she started riding north to Rhodesia. She was turned back by a Government official, and at Cape Town had to pawn her wedding ring to pay for her lodgings.

The War broke out as she reached England. She worked as a masseuse in a London hospital till she answered a plea from the Société de Secours aux Blessés Militaires and drove a forty-five-horse-power Mercedes at the front, climaxing a long service by plunging it into a shell-hole. A rest cure was prescribed and with a "golden-haired and soulless" companion she spent thirteen months roaming over thirty countries. Leaving her friend on a Canadian ranch, she did the American Rockies on horseback, returned to post-Armistice England, and began to write her first book, which a friend called "Baedeker and Bath-Salts."

In the winter of 1918-1919 she went to Paris, and was commissioned to write some articles on French colonization in North Africa. She learned Arabic, joined the secret service, and met King Feisal of Iraq, who aided her (winter of 1920-21) in making white-man's first penetration into the sacred capital of the fanatical Senussi sect in the Libyan desert, going 1000 miles in Bedouin disguise, with a caravan of seventeen Arabs. On her return she was received by the royalty of England, Norway, Belgium, and Sweden.

She made a creditable attempt at a pilgrimage to Mecca: but her already thin disguise was almost obliterated when the boat upset in Jeddah Harbour, and before evening prayers, she had washed her feet in the wrong way.



ROSITA FORBES

The episode was an admitted failure. In a 20-ton dhow, however, she made a two-weeks' sail down the Red Sea and landed at a forbidden port. Shortly afterwards she was sent to Morocco to get Kaisuli's autobiography (*El Raisuli, the Sultan of the Mountains*, 1924). And for several months she stayed in the brigand-king's camp, taking his dictation all morning and weeding and editing all evening.

In 1924 she came to the United States, gave 88 lectures in 91 days, and when she asked an American editor to publish her Palestine articles—"self-conscious and full of purple adjectives"—got what she considered her first constructive criticism: "Do you think Lizzie would understand?" he asked. "You know," he added, "there are more Lizzies in the world than anyone else. . ."

Then came her 1,100-mile expedition thru Abyssinia of which the product was a film called "Red Sea to Blue Nile." She made a Balkan tour two years later (1928), and in 1929 set out on her most extensive journey (*Conflict—Angora to Afghanistan*). After a year's observation on the South American scene (1931-32) she wrote *Eight Republics in Search of a Future* (1933); and *Women Called Wild* appeared two years later. Her very recent *These Are Real People*, however, is concerned primarily with men, and in its preface is a piece of untaggged advice for the stubbornly unimaginative and the parochially credulous:

For seventeen years I have travelled the length and breadth of the world and I have seen much that is inexplicable, but I am now prepared to believe a good deal that in more ignorant years I would have discredited without a second thought.

## READERS' CHOICE OF BEST BOOKS

The *Readers' Choice of Best Books* is a selected list of the more popular books likely to be included in the annual supplements to the Standard Catalog for Public Libraries, Standard Catalog for High School Libraries and Children's Catalog. All selections are made with the aid of recognized authorities and readers' advisors.

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### FICTION

ALDRICH, MRS BESS (STREETER) 1881-

Song of the years. Appleton-Century 1939  
\$2.50

"Pioneer days in the valley of the Red Cedar River in eastern Iowa, between the years 1854 and 1865, enriched by the author's broad and deep knowledge of simple pioneer life, ideals, joys and sorrows. Particularly, it is the story of Suzanne Martin, one of a family of nine children; Jeremiah Martin, her father, a stern, lovable, old patriarch; and the young man whom Suzanne loved." Hunting

Appeared serially in the "Saturday evening post"

FRANKAU, GILBERT, 1884-

Royal regiment; a novel of contemporary behaviours. Dutton 1939 \$2.50

A story of modern England, the plot of which, based upon a conflict of love and duty, of personal desires and discipline, parallels the history of the Duke of Windsor's abdication

MALRAUX, ANDRE, 1895-

Man's hope; tr. from the French by Stuart Gilbert and Alastair Macdonald. Random house 1938 \$2.50

"The story of the first eight months of the civil war in Spain. The author has himself served in Spain as commander of the Loyalist government's International air force." Book rev. digest

"The novel has little plot. The war grows up, that is all. . . Yet few books have a more tense continuity. . . It is not so much a story as a novel of scenes and people." New statesman and Nation

MASON, VAN WYCK, 1897-

Three harbours. Lippincott 1938 \$2.75

"A very long novel which covers the first stage of the American Revolution, 1774-1775, in Norfolk, Va., in Boston, Bermuda, and several other places. A variety of incident and a large group of characters crowd the pages." New Yorker

WALKER, MILDRED

Dr Norton's wife. Harcourt 1938 \$2.50

A story in which the two main threads are concerned with love and medicine. The background is a modern medical school; the characters a young professor of medicine, his devoted wife and her attractive sister

WHITE, TERENCE HANBURY

Sword in the stone. . . Putnam 1939 \$2.50

Account of everyday life on a great medieval manor, with two boys, Kay and the Wart (who turns out to be King Arthur), learning the code of being a gentleman, and busy with hawking, jousting, sword play, hunting. The outline of this story is the narrative of how the boy, Wart, was made worthy to become the king and leader, Arthur

"This book is unique. You may not like it, if, by chance, you cannot take a mixed drink of phantasy and realism, edged with satire, and beautifully blended by a humorous imagination. But if you like it, you will not like it moderately." Book-of-the-month club news

### BIOGRAPHY

CORRIGAN, DOUGLAS GORCE, 1907-

That's my story. . . Dutton 1938 \$1.50

The aviator tells of his boyhood, his struggles with poverty, his days as an airplane mechanic, his determined efforts to become a pilot, and of his adventurous days



CORRIGAN, D. G.—*Continued*

barnstorming about the country. He also tells for the first time the full inside story of his famous "wrong-way" flight to Ireland in 1938

## GOYA Y LUCIENTES, FRANCISCO JOSÉ DE, 1746-1828

Poore, Charles Graydon, 1902- Goya. Scribner 1938 \$3.50

"Life of the painter who depicted so fearlessly the abuses of the monarchy and the suffering of war in eighteenth and early nineteenth century Spain. . . The book aims at an understanding of the paintings as an expression of the man's personality throughout his lively, picturesque eighty years. Many excellent full page reproductions of Goya's works." Bkl.

"Goya's best serves as introduction to the works of art themselves, because it helps one to understand the conditions in which they were produced, and the kind of man who produced them." Sat. rev. of lit.

## LONGFELLOW, HENRY WADSWORTH, 1807-1882

Thompson, Lawrance Roger, 1906- Young Longfellow (1807-1843). Macmillan 1938 \$4.50

"The Longfellow that [this] book introduces is the child, the undergraduate, the slowly maturing, not insensitive young man. . . Here for the first time we see clearly the literary influences that left their deep impression upon Longfellow's boyhood. . . His interpretation of young Longfellow should lead toward an actual revaluation of Longfellow's poetry and for those who read biography for entertainment, Mr. Thompson's research should provide intelligent and stimulating reading." Books (N.Y. Herald Tribune)

## LUTES, MRS DELLA (THOMPSON)

Millbrook; decorations by Edward Shenton. Little 1938 \$2.50

Recollections of the author's first year in a Michigan village to which her family moved when she was twelve years old. Contains some of the characters found in "Country kitchen" and "Home grown"

"Father was quite a character. Perhaps not so highly colored as the memorable Mr. Day, but rather more believable. He ranked somewhere between a major prophet (the view held by most of his relatives, apparently) and a household nuisance (mother inclined at times, though secretly, to this opinion). But he was, in either case, a man of firm convictions." N.Y. Times

## SMITH, LOGAN PEARSALL, 1865-

Unforgotten years. Little 1939 \$2.50

The story of the author's Quaker background, college life, travels, friendships and encounters with Walt Whitman, Bernard Berenson, William and Henry James, Benjamin Jowett of Balliol, Whistler, Edith Wharton, and Sant

"In sense of form, style, harmony, proportion, sentiment all the more moving for being under control, wit the more palpable for its demure tone, this book is beautiful. It cherishes and continues the finest tradition of our language." Christopher Morley in Book-of-the-month club news

## VAN DER VEER, JUDY

Brown hills. Longmans 1938 \$2

A collection of sketches that cover the cycle of a year on the author's small ranch in California

"This is a book of farm work and of hard-pressing responsibility; it is a book which is not only filled with animals and their doings but with the toil and care which farm animals must have. Here is the realism of everyday chores, treated without sentimentality but with, none the less, an idyllic charm." N. Y. Times

## AUTHORSHIP

## BOND, FRANK FRASER

How to write and sell nonfiction. McGraw 1938 \$2.50

Partial contents: Feature article; Article of opinion; Writing as a columnist; Serious business of writing humor; Slanting the article; Interview and the personal sketch; Writing the nonfiction book; Marketing the manuscript

## BEES

## COLEMAN, MRS MARY LOUISE

Bees in the garden and honey in the larder. Doubleday 1939 \$1.75

"A simple and practical record of bee-keeping today; how to acquire a few bees; what to do with them; and . . . how to use that golden fluid, honey, the oldest of sweets." Preface

## CAVES

## CASTERET, NORBERT

Ten years under the earth; preface by E. A. Martel; tr. and ed. by Barrows Mussey. Greystone 1938 \$3

"The adventurous story of a man's exploration of caverns and subterranean rivers in the Pyrenees, in the search for physiological data and also for prehistoric relics. His discoveries of drawings and sculptures left by prehistoric man have scientific value, and his search was filled with exploits of bravery and daring." Bkl.

"Its author does not set up as a great scientist, not even as a great explorer, yet surely his ten years underground is one of the adventure stories of our time. For technique he had only the skill of a practised swimmer, and a marvelous courage." Book-of-the-month club news

## CO-OPERATIVES

COWLING, ELLIS

Co-operatives in America; their past, present and future; with an introduction by J. P. Warbasse. Coward-McCann 1938 \$2

"Traces, with a minimum of detail, the European background and American development of the cooperative movement, and surveys the work of cooperatives today." Bkl.

## DOGS

BEAMISH, HULDINE V.

Your puppy and how to train him. . . Furman 1938, \$2

"Practical advice on house and kennel training, on disciplining the puppy, and on teaching him retrieving, jumping, and advanced work, with brief information on his care, feeding, and ailments." Bkl.

## HEALTH

SCHULZ, CECILIA L.

How to enjoy ill health; il. by Chichi Lasley. (Whittlesey house publications) McGraw 1938 \$1.75

"Suggestions for alleviating the boredom of illness, whether at home or in a hospital. Facetious and rather inspirational in style, but based on common-sense realization of the importance of mental attitudes and of the practical benefits of willing cooperation with doctors, nurses, and hospital." Bkl.

## HOBBIES

HAGGIN, BERNARD H., 1900-

Music on records. Oxford 1938 \$1.25

This book is intended for two classes of readers—(1) those who know what music interests them and want to know which recording offers the best performance; (2) those who may be just beginning to explore music with their phonographs and want to know which are the finest works, which to acquire first, etc. There is a section on improvised jazz ("swing"); and appendices on building a record library, choice of needles, and care of records

RAYMOND, WAYTE, 1886- AND MOSHER, STUART

(eds.) Coins of the world; the standard catalogue of twentieth century issues. . . Raymond 1938 \$3

"Containing a complete list of all the coins issued by the countries of the whole world, their colonies or dependencies, with illustrations of most of the types and the average valuation among collectors and dealers." Subtitle

SHEA, JOHN GERALD, AND WENGER, PAUL. NOLT

Provincial furniture. Bruce pub. 1938 \$3.50

"Working details, photographs, and descriptions of attractive pieces of French provincial furniture, ranging from simple designs to those requiring real skill. Brief sketches of French period fashions in furniture are included; final chapters describe the wood-working and wood finishing practices necessary for the construction of the articles." Bkl.

## THE HOME

BENT, SILAS, 1882-

Slaves by the billion; the story of mechanical progress in the home; with an introduction by Katharine Fisher. Longmans 1938 \$2.50

"An enthusiastic summary and defense of the benefits which modern machinery has brought to the home in increased comfort, health, and efficiency. Trade hames are not given; the author glorifies mechanical progress, particularly in the use of electricity, and is concerned with refuting Harry Emerson Fosdick's complaint that 'we have tried to civilize our apparatus of living till we are well now civilized to death.'" Bkl.

LOUNSBERY, MRS ELIZABETH

"Let's set the table"; introduction by Emily Post. Funk 1938 \$2.50

Advice and suggestions for table arrangements. Contents: Historical background of dining tables; Linens; China; Glass; Silver; Flowers and decoration; Breakfast; Luncheon; Tea table and its correct appointments; Dinner; Buffet table; Special occasions. Many table settings are illustrated

## HUMOR

LEACOCK, STEPHEN BUTLER, 1869-

Model memoirs, and other sketches from simple to serious. Dodd 1938 \$2

Cleverly-drawn parodies and short humorous sketches covering a wide variety of subjects. Some of the "Memoirs" are: My Victorian girlhood by Lady Nearleigh Sloper; So this is the United States, a six weeks' thorough survey as made by a lecturer from England; Through Arabia on a mule by Major Allhell

"Mr Leacock creates fun in his portrayal of life as it is almost lived. Persons have occasional need to forget life as it is actually lived, and will be glad to look at the comic reflection in Mr Leacock's convex mirror." Springfield Republican

## NATURE STUDY

PEATIE, DONALD CULROSS, 1898-

This is living; a view of nature with photographs; photographs selected and book designed by Gordon Aymar. Dodd 1938 \$4

Over 135 beautiful photographs collected from all over the world are accompanied by brief text describing the wonders of everyday life in nature from birth thru death. Tells of stars as well as snails, of men and spiders, of tiny mollusks and giant trees

## OCCUPATIONS

CRUMP, IRVING, 1887-

Our firemen. (Career bks) Dodd 1938 \$2

The author describes in detail the work of the engine companies, the "hookies," the fire boats, the rescue companies, the salvage corps, high pressure, and the complicated fire alarm system of the modern big city fire department. It deals with the firemen's school and college maintained by the New York City Fire department and tells of the qualifications and training necessary to become a fireman

HAGER, MRS ALICE (ROGERS) 1894-

Wings to wear. Macmillan 1938 \$2

The author has tried to cover the wide variety of jobs that make up the science and business of aviation, so that ambitious young people can find their own interests intelligently and start their training early. Through hundreds of photographs and running text he shows the model makers, the work of scientific research and plane design, the government's supervision of aeronautics, and the training of pilots

MAULE, FRANCES, 1879-

Road to anywhere; opportunities in secretarial work. (Kitson careers ser.) Funk 1938 \$1.50

"Believing that secretarial service should be regarded by young women less as an end in itself than as a means to an end, the author outlines in detail the fields to which secretarial work offers a particularly good approach." Library journal

NORCROSS, CARL, 1902-

Getting a job in aviation. McGraw 1938 \$2.50

"Tells what jobs are available in the aviation field, what the workers do, what the requirements and salaries are, where training can be obtained, and what the future possibilities are for aviation as a career. An appendix gives government ratings for the different kinds of aviation jobs. Useful vocational material." Bkl.

## POETRY

OXFORD book of light verse, chosen by W. H. Auden. Oxford 1938 \$3

"Three kinds of poetry have been included: (1) Poetry written for performance, to be spoken or sung before an audience; (2) Poetry intended to be read, but having for its subject-matter the everyday social life of its period or the experiences of the poet as an ordinary human being; (3) Such nonsense poetry as, through its properties and technique, has a general appeal." Introduction

## POLITICS AND WORLD AFFAIRS

BALDWIN, HANSON WRIGHTMAN, AND STONE, SHEPARD, 1908-

(eds.) We saw it happen; the news behind the news that's fit to print, by thirteen correspondents of the New York Times. . . Simon & Schuster 1938 \$3

Contents: Washington, D.C., by A. Krock; Vienna waltz, by G. E. R. Gedye; Land of the free, by F. R. Daniell; Graustark, by F. Nugent and D. Churchill; Decline of the money barons, by E. V. Bell; Britain—a story of old age, by F. Kuhn; Hot lands and cold, by R. Owen; Sports of the times, by J. Kieran; Manhattan machine, by W. R. Conklin; Land of the rising sun, by H. Byas; Off stage and on, by B. Atkinson; Case that rocked the world, by L. Stark

ELIOT, GEORGE FIELDING

Ramparts we watch; a study of the problems of American national defense. Reynal 1938 \$3

"A dispassionate examination, by a military man, of the adequacy of our national defenses, and a plea for preparedness in the form of a large navy and a small, mobile army. He minimizes the danger from attack by air, but emphasizes the weakness of our coast defenses, merchant marine, and navy. Written for the layman, the book is non-technical and persuasive." Bkl.

"Many readers will like the way it cuts through the maze of surface events to the forces and meanings behind them. The book brings the issues of American defense up to date with developments in Europe and Asia, and should be read absorbedly by everyone concerned with peace and war, and an American policy with regard to them." Book-of-the-month club news

GOULD, KENNETH MILLER

Windows on the world. Stackpole sons 1938 \$3

A presentation for young readers of junior and senior high school age of the problems and controversies of modern times. "There is clear instruction as well as strong argument upon the more controversial subject of the ways in which is brought about the domination of the nation's production by a few men of vast wealth through their control of corporations. The tariff question, the Great Depression, the New Deal in its various phases, the possibility of establishing world peace, the nature of the Communist and Fascist régimes, are among other subjects ably discussed." Book-of-the-month club news

JOAD, CYRIL EDWIN MITCHINSON, 1891-

Guide to the philosophy of morals and politics. Random house 1938 \$2.50

"Beginning with Plato and Socrates the author follows the history of moral and poli-

philosophy down to the present, examining the background of communism and Nazism, and defending the British democratic ideal. He is objective throughout, but explicit in his belief that the business of government is to promote the happiness of the governed." Bkl.

MANN, THOMAS, 1875-

This peace. Knopf 1938 75c

The peace of Munich discussed by the famous German author, who is not optimistic about its lasting qualities or the terms of settlement. Translated by H. T. Lowe-Porter

"This brief, eloquent polemic is a convincing demonstration of these unpleasant theorems: that the betrayal of Czechoslovakia was prearranged by the pro-Hitler British ruling class; that the 'war' scare was a fraud; that England has been playing the Fascist game for the last five years; and (this is the conclusion many will draw) that the present terror in Germany is not to be blamed on the Nazis alone." New Yorker

SELDES, GEORGE, 1890-

Lords of the press. Messner 1938 \$3

An account of the personalities and activities of owners, reporters, and columnists of leading American newspapers. Industrial relations, censorship, distortion and suppression of news are discussed. The author suggests that labor must better conditions by establishing a powerful newspaper of its own because "no editor and publisher would continue to distort and discolor the news if he was certain that his rival, a labor newspaper, would detect him at his work and expose him every day"

"Lords of the Press" is the most important book of the year for men who work on daily newspapers, as well as for those who read them with any discrimination. Most of them will agree that it is a fair estimate." New republic

SILONE, IGNAZIO

School for dictators; tr. from the Italian by Gwenda David and Eric Mosbacher. Harper 1938 \$2.50

Series of dialogs between an exiled Italian socialist, known as Thomas the Cynic, Mr W. a well-known American politician intent on becoming Fascist dictator of the United States, and Professor Pickup, a fanatic who originated "neo-sociology"

"It is difficult but stimulating reading. Nothing could be more highly recommended for those who wish to peer behind the facade to the realities of modern politics." Sat. rev. of lit.

VAN LOON, HENDRIK WILLEM, 1882-

Our battle; being one man's answer to My battle by Adolf Hitler. Simon & Schuster 1938 \$1

Describes the background of the personal lives of Hitler and Mussolini and the factors enabling them to rise to power. He closes by enumerating twenty-seven things that Hitler set out to accomplish and has actually put thru or set in motion

## PUBLIC FORUMS

OVERSTREET, HARRY ALLEN, 1875- AND OVERSTREET, MRS BONARO (WILKINSON)

Town meeting comes to town. Harper 1938 \$2.50

"A readable, enthusiastic account of the origin and history of the Town hall meeting of the air and its precursor, the Town hall, intended for the self-education of the American public and for the presentation of all sides of important questions of the day." Bkl.

## RELIGION

BIBLE. O. T. APOCRYPHAL BOOKS

Apocrypha; an American tr. by E. J. Goodspeed. Univ. of Chicago press 1938 \$3

"Except for the Latin II Esdras, this translation is based directly upon the Greek text. It was prepared to complete the American translation of the Bible, from which the Apocrypha are now omitted, and to form a link between the Old Testament and the New." Bkl.

LUPTON, DILWORTH, 1883-

Religion says you can. Beacon press 1938 \$1.50

"At the heart of this book's message is my personal faith that religion, more than any other human experience, can help a man so re-create his character and personality that he can stand like a rock against adversity." Foreword

Contents: On struggle and courage; On escape and uses of solitude; On happiness; On human relations; Great society; This World; Values in the universe; Modern faith; Great art

## SMUGGLING

FARJEON, JOSEPH JEFFERSON, 1883-

Compleat smuggler; a book about smuggling in England, America and elsewhere, past and present. Bobbs 1938 \$3

These tales of the ingenuity of smugglers include stories of ships that could change their appearance in a few minutes, secret rooms and cupboards on land, secret passages and tunnels. There are also chapters on the rise of smuggling in America in colonial days, blackbirding, rum-running during prohibition, gun-running to Central and South America, present-day smuggling, whether of jewels or drugs, and the story of our most famous smuggler, Jean LaFitte

## SPORTS

CUMMINGS, DIANE

Figure skating as a hobby; foreword by J. R. Tunis. Harper 1938 \$2

A guide to figure skating, which takes the reader from the simple figures to the more complicated spins, spirals and jumps

DUTTON, MERVYN

Hockey, the fastest game on earth. Funk 1938 \$2

"The inside story of 'big league' ice hockey, one of America's fastest growing sports, by the Manager of the New York Americans. With many practical suggestions for the beginner, hints for the spectator, and 32 pages of action photographs." *Hunting*

## TRAVEL AND SOCIAL LIFE

FORBES, MRS ROSITA (TORR) 1893-

These are real people. Dutton 1939 \$3

Differs from the author's earlier book "Women called wild" in that it is concerned primarily with men. It tells the stories "of men who, because of their characters and surroundings, because of things which they had done, or which had happened to them, were for the time being extraordinary." Preface with a purpose

HARK, ANN

Hex marks the spot, in the Pennsylvania Dutch country; il. and initials by E. H. Levis. Lippincott 1938 \$2.50

"Informal guidebook to the predominantly German counties of eastern Pennsylvania, which describes the customs of the Mennonites, the Plain People, the Dunkers, the Church Amish and the House of Amish, etc." Book rev. digest

"Not much about hexing but plenty of warm local-color stuff about the Pennsylvania Dutch and their ways. Queer and charming." *New Yorker*

JENNINGS, JOHN E.

Our American tropics. Crowell 1938 \$2.50

Informal guidebook, combining history, description, and travel notes, for South Florida, Puerto Rico, and the Virgin Islands

LIEBLING, ABBOTT JOSEPH, 1904-

Back where I came from. Sheridan 1938 \$2.50

"Back where I came from" for the author is two or more miles north of his present home in New York city, for Mr Liebling is that rarity, a native New Yorker. In this volume of essays he writes of his "old home town"—its dialect, its food, its many notorious or famous characters. Several of the sketches appeared first in the "New Yorker"

## WOMEN

OVERSTREET, MRS BONARO (WILKINSON)

Search for a self. Harper 1938 \$2.50

A woman's personal philosophy set forth from three different angles: living with other people; living in this modern world; being a unique individual, one's self

"This is essentially a book for the individual reader: a quietly written yet forceful approach to the problems of the individual woman's relation to her world." *N.Y. Times*

## BOOKS FOR YOUNG

BARRINGER, MRS MARIE

Four and Lena; il. by Maud <sup>ex</sup> Misca Petersham. (Junior bks) Doubleday 1938 \$2

"A happy story of the summer that Anneliese, Lottchen, Friedl, Hansel and their goose, Lena spent at Uncle Johann's 18000 farm high in the Schwarzwald where they tried very hard to make themselves so indispensable that they would be permitted to stay. . . . It will probably appeal most to those between the ages of ten and twelve. The setting and costumes of the Black Forest provide the Petershams with an opportunity to illustrate it delightfully, both in color and in black and white." *Library journal*

EMBURY, LUCY

Painted saints; with thirty-six il. by Guy Alexander. Viking 1938 \$2

"The priest of a little French village near Marseilles rescued a waif and brought him up to be an artist and a person of consequence. The saints of the title are the santons, little figures made by the Provençal peasants to use in the Christmas crèches." Book rev. digest

KELLY, ERIC PHILBROOK, 1884-

At the sign of the Golden compass; a tale of the printing house of Christopher Plantin in Antwerp, 1576; together with il. by Raymond Lufkin. Macmillan 1938 \$2

"In 1576 Godfrey Ingram, an Oxford student turned printer's apprentice, was falsely accused of treason, and fled the country on a ship bound for Leyden. The ship was captured by the Spanish and found another hair-breadth escape Godfrey found himself in the employ of Christopher Plantin, at his great printing house in Antwerp. When the soldiers of Philip II of Spain were looting the city, the House of Plantin suffered, but Godfrey, returned to favor in his own land, was able to assist his benefactor." Book rev. digest

MAYER, ALBERT I.

Olympiad; il. by C. J. Woodward. Harper 1938 \$2

A story of ancient Greece and of Thersius, an ambitious young athlete, whose one desire is to become the champion of the beardless wrestlers at the Olympic games

PIERCE, BEATRICE

Young hostess; il. by Marguerite de Angeli. Farrar 1938 \$1.75

"Designed for the teen age and contains advice on formal and informal entertaining at home and outside, discusses manners and attitudes; gives recipes and menus for special occasions as well as practical suggestions for a school party and picnics." *Bkl.*

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WITHOUT subject heading and class number at top of card, but with this information supplied at the bottom of the cards.

Symbols following title indicate possible inclusion in one of the three catalogs, e.g.

c Children's Catalog p Standard Catalog for Public Libraries

h Standard Catalog for High School Libraries

- Aaron, H. Our common allment p  
 Abel, T. F. Why Hitler came into power p  
 Aldrich, Mrs B. S. Song of the years h p  
 Anderson, M. Knickerbocker holiday h p  
 Baldwin, F. High road p  
 Baldwin, H. W. and Stone, S. eds. We saw it happen p  
 Ballou, R. O. This I believe p  
 Bent, S. Slaves by the billion h p  
 Bible, O. T. Apocryphal books, Apocrypha; an American tr. by E. J. Goodspeed p  
 Bigelow, W. F. ed. Good housekeeping marriage book p  
 Blair, J. M. Practical and theoretical photography h p  
 Boesel, Mrs A. S. Sing and sing again c  
 Brant, A. and Law, F. H. eds. War or peace h p  
 Briffault, R. Decline and fall of the British empire  
 Brown, E. L. Lawyers and the promotion of justice p  
 Buehler, E. C. ed. British-American alliance h p  
 Cannan, J. We met our cousins c  
 Carlson, H. C. Basketball h p  
 Case, F. Tales of a wayward inn: Algonquin p  
 Coleman, Mrs M. L. Bees in the garden and honey in the larder h p  
 Cornell, F. M. and Hoffman, A. C. eds. American merchants seaman's manual p  
 Coulton, G. G. Medieval panorama p  
 Davis, C. B. Northend wildcats c h  
 Dutton, M. Hockey h p  
 Eddy, C. Voyaging down the Thames p  
 Elliot, G. F. Ramparts we watch p  
 Embury, L. Painted saints c  
 Federal council of the churches of Christ in America. Department of research and education. Broadcasting and the public p  
 Fish, C. R. Development of American nationality (1933 edition) h p  
 Flack, M. William and his kitten c  
 Forbes, Mrs R. T. These are real people p  
 Frankau, G. Royal regiment p  
 French, A. Red Keep c h  
 Gardner, E. S. The D. A. holds a candle p  
 Gardner, H. J. and Arnsperg, E. Book of original plays and how to give them c h  
 Goldberg, I. Wonder of words p  
 Goodspeed, E. J. tr. See Bible. O. T. Apocryphal books. Apocrypha  
 Grey, Z. Knights of the range p  
 Hagen, L. D. Parish in the pines p  
 Hager, Mrs A. R. Wings to wear c h p  
 Haggin, B. H. Music on records h p  
 Hanna, P. R., Anderson, G. and Gray, W. S. Centerville c  
 Harcourt, R. H. Elementary forge practice h p  
 Hark, A. Hex marks the spot p  
 Harpole, J. pseud. Body menders p  
 Hempstead, L. Look your best h p  
 Henderson, W. J. Art of singing p  
 Herrschaft, W. and Deschin, J. Lighting ideas in photography h p  
 Hillier, E. S. First principles of verse h p  
 Hockett, J. A. and Jacobsen, E. W. Modern practices in the elementary school p  
 Holberg, Mrs R. L. and Holberg, R. A. Wee Brigit O'Toole c  
 Hollister, Mrs M. B. Kee-kee and company c  
 Howe, J. V. Amateur guncraftsman p  
 International cyclopedia of music and musicians. See Thompson, O. ed.  
 Jamer, E. K. and Bellus, M. W. Fundamentals and theory of beauty culture h p  
 Jennings, J. E. Our American tropics p  
 Joad, C. E. M. Guide to the philosophy of morals and politics p  
 Jones, G. Garland of bays p  
 Kahmann, Mrs M. C. Jasper, the gypsy dog c  
 Kinney, J. R. and Honeycutt, A. How to raise a dog h p  
 Koues, H. How to be your own decorator h p  
 Lane, R. H. and others. Progressive elementary school p  
 Laver, J. Taste and fashion p  
 Leacock, S. B. Model memoirs p  
 Liebling, A. J. Back where I came from p  
 Lingenfelser, M. R. Books on wheels c h  
 Macleish, A. Air raid h p  
 McMahon, A. P. Art of enjoying art h p  
 Malraux, A. Man's hope p  
 Martin, Mrs M. C. and Cooper, C. E. United States at work c h  
 Mason, A. E. W. Königsmark p  
 Mason, V. Three harbours h p  
 Mayall, R. N. and Mayall, Mrs M. L. W. Sundials p  
 Mayer, A. I. Olympiad c h  
 Miller, M. Stranger came to port p  
 Mitchell, B. and Mitchell, L. P. Practical problems of economics h p  
 Morley, C. D. History of an autumn p  
 Neuberger, R. L. Our promised land p  
 Nitze, W. A. and Dargan, E. P. History of French literature h p  
 Nolen, Mrs E. W. Shipment for Susannah c  
 Norcross, C. Getting a job in aviation h p  
 Ogg, D. Europe in the seventeenth century p  
 On going to college h p  
 Orr, D. W. and Orr, Mrs J. W. Health insurance with medical care p  
 Otis, W. B. and Needleman, M. H. Survey-history of English literature h p  
 Perry, R. W. Block printing craft h p  
 Raymond, W. and Mosher, S. eds. Coins of the world h p  
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 Schonberger, E. D. Play production for amateurs h p  
 Schulz, C. L. How to enjoy ill health p  
 Shea, J. G. and Wenger, P. N. Provincial furniture h p  
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 Singmaster, E. Rifles for Washington c h  
 Slattery, M. Thy kingdom come, but not now p  
 Sterling, C. E. Radio manual h p  
 Stimpson, W. C. and Gray, B. L. Foundry work h p  
 Thompson, N. M. Socialism on the defensive p  
 Thompson, O. ed. International cyclopedia of music and musicians h p  
 Toner, R. J. Midshipman Davy Jones c h  
 Treider, I. K. Little Kari c  
 Vance, Mrs M. Capitals of the world c h  
 Van Paassen, P. Days of our years h p  
 Wagner, R. Authentic librettos of the Wagner operas h p  
 Walker, M. Dr Norton's wife p  
 Walsh, M. Sons of the swordmaker h p  
 We saw it happen. See Baldwin, H. W. and Stone, S. eds.  
 White, W. B. Miracle of Haworth p  
 Wildes, H. E. Valley Forge p  
 Wylie, C. C. Our starland c  
 Wylie, M. Radio writing h p

## THE ROVING EYE

(Continued from page 411)

over her book, for it seems that she has been visited, without knowing it, by a distressing malady. *The Bookseller* unfolds the rest of this engrossing picture-narrative:

In the second and third pictures father enters and reproaches Doris for staying at home instead of dancing with her sister. To which Doris replies: "Nobody invites me anywhere, Dad! And I wish I could find out why, Dad! I'm sick of being a bookworm!" This poignant cry goads Dad to a courage which is rare in the modern parent. "Hm," says he. "Ever read those bad breath adverts, Doris? Next time you see our dentist ask him about them, will you?"

In the fourth picture there is the dentist spilling the beans to poor Doris. "It is a fact," says he, "that tests indicate that 76 per cent of all people over the age of 17 have bad breath, and that most bad breath comes from improperly cleaned teeth. I advise Colgate Dental Cream."

In the final picture there is Dad sitting in a dressing-gown, watch in hand. Enter Doris. "Young lady," says Dad, "do you realize what time it is? And that you have been out every night this week?" "Bookworm into butterfly," ejaculates Doris, "and it's all your fault, Dad!"

So ends the lovely little fable of Doris. I'm not so sure myself that this advertisement, for which Colgate's had the right to pay out good money, isn't something boomerang after all. If, as "the tests indicate," 76 per cent of men and women have halitosis, we friends of literature have a head start in making bookworms out of the mass of the population; and if some of them aren't yet aware of the category to which nature has assigned them, no doubt we can manage to persuade them with a few well-chosen words that they ought to do the decent and right thing by their fellow-countrymen and stay home every night with a book.

*The Bookseller* is even more audacious. It advocates the free distribution of garlic, so that the remaining 24 per cent of the population may be insidiously converted to halitosis and bibliomania. With a glorious burst of prophecy, it limns the golden age when each and every one of us has withdrawn, perforce, into a cloistered existence, avoiding all others and by them avoided, emerging only at rare intervals and with furtive tread in order to buy or borrow the latest volume off the pounding presses.

S. J. K.

## LIBRARIES ABROAD

(Continued from page 419)

- Escola de biblioteçaries de la generalitat de Catalunya, Barcelona. Qui llegeix i què es llegeix en les biblioteques populars [comp. by R. Ricart] Barcelona, Escola de biblioteçaries 1938
- Frauentorfer, S. von and Schaefer, V. A. Die schrifttumsnachweise der landwirtschaftswissenschaft. Berlin, P. Parey 1937 4.80m
- Gray, D. Public library finance. 1938 Allen, G. 5s
- Harrod, L. M. Librarians' glossary. 1938 Grafton & co. 6s
- Gruny, M. and Leriche, M. Deux livres, belles histoires. Paris, Bourreliez et cie 1937 10fr
- Indian library association. Directory of Indian libraries, 1938. Calcutta, The association 1938
- International institute of agriculture, Rome. Aperçu des bibliographies courantes concernant l'agriculture et les sciences connexes. Rome, The institute 1937
- Internationaler ausschuss für geschichtswissenschaft. Kommission für archivfragen. Internationaler archivführer. Zürich, Rascher 1936 4fr (Sw)
- League of young librarians. Union list of literature on library science and bibliography up to 1935. Osaka, F. Mamiya 1938; also for sale by Wilson, H. W. \$2.75
- National research council, Tokyo. Catalogue of foreign scientific serial publications in the various institutions in Japan. Tokyo, National research council of Japan 1938
- New Zealand. General assembly. Library. Union catalogue of New Zealand newspapers preserved in public libraries, newspaper offices, etc. Wellington, 1938 E. V. Paul, government printer
- Newdgate, B. H. Art of the book. 1938 Studio \$4.50
- Norsk bibliotekforening. Katalogkomité. Katalogiseringsregler for norske biblioteker. Oslo, Norsk bibliotekforening 1938 6.50kr

- O'Leary, J. G. Organising a new library service. 1938 Philip, A. J. 5s
- Partridge, R. C. B. History of the legal deposit of books throughout the British empire. 1938 Library Association; also for sale by Wilson, H. W. \$5.10
- Philip, A. J. ed. New assistant. 1938 Philip, A. J. 4s
- Ravry, A. Les origines de la presse et l'imprimerie. Paris, Union syndicate des maîtres imprimeurs de France 1937 80fr
- Reisum, H. M., firm, bookbinders, Oslo. Bokbinderkunst til fest og til hverdag. Oslo, H. M. Reisum 1937 15kr
- Reich, O. Vorschriften für ein abwechselndes schlagwörterverzeichnis. Leipzig, O. Harrassowitz 1938 3m
- Sabbe, M. De meesters van den Gulden passer. Amsterdam, P. N. van Kampen 1937
- Sayers, W. C. B. Introduction to library classification. 1938 Grafton 10s6d
- Schriewer, F. Deutsche büchereifragen in zahl und bild. Leipzig, Einkaufshaus für büchereien 1938 3m
- Das ländliche volksbüchereiwesen. Jena, E. Diederichs 1937 5m
- Das schülerbüchereiwesen der volksschulen in leistungszahlen. Leipzig, Einkaufshaus für büchereien 1938 .60m
- Das staatlichen volksbüchereistellen im aufbau des deutschen volksbüchereiwesens. Leipzig, Einkaufshaus für büchereien 1938 4.40m
- Sharp, H. A. Branch libraries. 1938 Allen, G. 5s; also for sale by Wilson, H. W. \$1.45
- Swann, R. Test questions for the school library. 1938 Methuen 1s6d
- Thornton, J. L. Cataloguing in special libraries—a survey of methods. 1938 Grafton & co. 10s6d
- Verband deutscher volksbibliothekare. Anweisung für den alphabetischen katalog der volksbüchereien. Leipzig, Einkaufshaus für büchereien 1938 3m
- Weiss-Reyscher, E. Anweisung zur titelaufnahme von musikalien. Leipzig, Einkaufshaus für büchereien 1938



# PERIODICALS

## - - Wanted - -

The following periodicals are needed to complete orders now on hand. Please quote us upon any that you may have for sale or exchange.

*When quoting refer to February 1939 IMMEDIATE Want List*

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The *Readers' Choice of Best Books*, an important part of each issue of the *Wilson Bulletin*, is now being reprinted monthly and sold to libraries at one-cent the copy for distribution to patrons. Each issue contains a descriptive list of about 50 current books, together with biographical and other information of interest to library patrons. Sample copy free.

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